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ABSTRACT

Speeches and minutes of meetings and seminars are presented. Subjects include: Learning resource centers, general administration, business affairs, instruction, student personnel services, vocational and technical education, continuing education, certification, faculty accountability through self-appraisal, experimental concepts in education, faculty organization, multiple-option curricula, student characteristics, building projects, junior college legislation, statewide planning, institutional roles, and the Health Education Commission. Conference participants are listed. (AH)

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SIXTH ANNUAL

S T A T E W I D E J U N I O R

C O L L E G E C O N F E R E N C E

Sponsored By The

ILLINOIS JUNIOR COLLEGE BOARD

Editor

G. Robert Darnes

May 6-8, 1971

Peoria, Illinois

JC 750 149

PREFACE

This publication covers in detail the proceedings of the Sixth Annual Statewide Junior College Conference. The Illinois Junior College Board, in cooperation with the Illinois Junior College Administrators Association, Illinois Community College Trustees Association, IACJC Faculty Division, Illinois Association of Community College Students, and the Advisory Council of Junior College Presidents, has joined in sponsoring an annual conference each year since the passage of the Illinois Junior College Act in 1965.

The Sixth Conference was another outstanding meeting for junior college students, staff, faculty, and other interested personnel. Those interested in the junior college movement will find these proceedings an outstanding document relative to the continued development of the statewide system of public junior colleges in the State of Illinois.

The members and staff of the Illinois Junior College Board and cooperating agencies extend sincere appreciation to the colleges and individuals who gave of their time to make this conference a success. To the recorders and speakers who furnished copies of their materials we give thanks. Every effort has been made to insure that this bulletin reflects the thoughts and ideas of the participants.

Fred L. Wellman
Executive Secretary
Illinois Junior College Board

G. Robert Darnes
Associate Secretary
Illinois Junior College Board

TABLE OF CONTENTS

	Page
Directors of Learning Resource Centers	1
Council on General Administration and Council on Business Affairs	22
Council on Instruction	29
Council on Student Personnel	31
Illinois Junior College Administrators Association	35
Priorities of Vocational and Technical Education	42
The Structure and Role of the Health Education Commission	48
What is a Certificate	49
Faculty Accountability Through Self-Appraisal	54
Experimental Concepts in Education	55
Organization of Faculty for Instruction	57
Multiple-Option Curricula	59
ACT Statewide Study	60
Banquet and General Session	62
"Junior College Legislation"	67
Guidelines for the Awarding of Certificates in Illinois Public Junior Colleges	71
The Curriculum of the Public Junior College: A Master Plan for Higher Education in Illinois, The Illinois Public Junior College Act, and Standards and Criteria for Recognition	73
Problems of "Charge-backs": Implications and Coping Strategies	75
Defining Residence Requirements: Problems and Implications	76
Fast Tracking as It Will Apply to Junior College Projects	78
Registration	80

PROGRAM

Thursday, May 6, 1971

Directors of Learning Resource Centers

Program Chairman . . . . . Margaret A. Wainer
Carl Sandburg College

"Library Survey Form - Workshop"

Session I

Presiding . . . . . Imogene I. Book
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Session I opened with Mrs. Book presenting the Library Survey section of the annual IJCB Recognition Report. She stated that the need for revision was recognized during the compilation and subsequent publication of the ILA, Library Survey: A Multimedia Survey of the Community College Libraries of the State of Illinois, 1970. At that time, the Legislative Committee of the Illinois Library Association was charged with the task of developing a more effective and meaningful reporting instrument for Illinois Junior College Libraries. Consequently, they began drafting a revision of the section of the Recognition Report concerning Learning Resource Centers. Preliminary discussion ensued and the following concerns were expressed by the group regarding the compilation and format of library statistics:

1. Statistical compilations representing all aspects of junior colleges are being solicited regularly. LRC directors should comply by contributing this information as required. The data requested should be useful to the LRC people as well as to the state. We should be

sure that the form expresses all aspects of the operation, as this data is used comparatively to support local budgetary assignments. Therefore, statistics reported should reflect needs and deficiencies and guard against reporting data that can be averaged, and averaged lower each year in relation to other parts of the institutional budget.

2. Presently, all the data gathered in this survey is not all that is germaine to the LRC. Staffing and budget are not included. A document covering the whole gamet of LRC services and materials is needed.

3. State evaluation teams visiting campuses seldom, if ever, include a library person for purposes of evaluating this aspect of the college. People respectively ignorant of LRC operations are evaluating "numbers" rather than the effectiveness of the services rendered.

4. Several library statistical compilations are required at regular intervals, ie., State of Illinois Recognition Report, Office of Education Report, etc. Collections and services are designed for a respective clientele and this information is not being given proper perspective at this time.

5. Not all available media is currently being reflected in the various questionnaires, and "other" slots are hardly adequate for the information in technologically new formats being marketed. The "generic" book should be recognized as such.

6. LRC directors are expected to be service minded and properly so. But existing and developing services, program objectives and goals are largely ignored on most survey forms. A short verbal description of the LRC program hardly reflects actual performance and support being lent to the many facets of the college at large.

Mrs. Book directed a discussion for revision of the particular survey form.

Recommendations

1. Development of a section reflecting LRC services to the college clientele and to the community which would reflect forms of inter-library cooperation. This section to be given initial placement in the document.

2. Definition of ambiguous terminology such as kits, total collection, unconventional seating, audio visual purposes, audio visual purpose percent and orientation. A glossary was recommended for this purpose.

3. Elimination of "serials" category as serials are literally periodicals. Statistics would then be included under the one heading, "periodicals".

4. Combination of reel to reel and cassette recordings items into one category, "recordings".

5. Formulation of additional question(s) regarding cataloging and classification of all materials.

6. Expansion of section relating to the activity of the vertical file.

7. Deletion of second part of appended tables requiring percentages of unclassified materials. The rationale is that this information is too difficult to estimate and thus not valid for purposes of reporting.

8. Reworking of Section 3, Learning Resource Center Personnel, by the addition of BSLS, paraprofessional and part time professional categories, including a change in terminology regarding master's degrees which would be less indicative of any particular graduate library school degree.

9. Addition of Budget questions reflecting the LRC budget breakdown and its percentage of the institution's total educational budget.

10. Further development of orientation and community services section, 6 and 7. Orientation should be included as one aspect of total program of services.

11. Clarification of questions regarding LRC equipment: What is essential, what is not essential.

The tentative draft is being referred back to the ILA, C&RI Legislative Committee with additions and corrections.

Session II:
Part I . . . . . LRC Tentative Standards and Criteria
Part II . . . . Guidelines for Illinois Junior and Community College Learning Resource Centers

Presiding:
Part I . . . . . George A. Fox
Prairie State College

Part II . . . . . William C. Gaines
Parkland College

Contributors: Illinois Library Association
C & RL Section Committee on Junior College Standards for LRC
David L. Johnson, Chairman, Parkland College

Recorder . . . . . Margaret A. Wainer
Carl Sandburg College

Session II - Part I Tentative Standards and Criteria for Learning Resource Centers

The need for revision of the standards and criteria was also identified during compilation of the Library Survey ... 1970. The committee on Standards, C&RL Section

of the Illinois Library Association was appointed to study this problem. Mr. George Fox opened Session II by presenting a comparison of the 1967 and revised 1970 Library-Learning Resource Center sections of "Standards and Criteria (the Red Book) for the Evaluation and Recognition of Illinois Public Junior Colleges . . .". He noted that the 1967 Standards engaged in a complete quantitative criteria and were too confining, while the Revised 1970 Standards reflect an almost complete qualitative set of guidelines and were very weak. The 1970 statement also lacks provisions for enforcement.

> "What we are suggesting is that we cannot and should not get bogged down with something that would hang over our heads and clobber us 3 years from now. We (ILA Committee) are working on standards for the State. This should be the guideline. As long as we use the guidelines for the Junior Colleges from ALA, 1960, we are saying, let us continue to use these (ALA Guidelines, 1960), but let us make sure that the marriage of the audiovisual and the library is completely consolidated in the Standards and Criteria. In the guidelines we have from the Junior College Board there is nothing about AV - it is implied, but an inexperienced person doesn't recognize this implication. What we are trying to do in these Tentative Standards and Criteria is to gain an interim, something we can add to until the new Illinois Junior College Standards for Learning Resource Centers are presented, hopefully within the next 6 months."

The Tentative Standards and Criteria were then presented to the group for discussion. Overall, the concensus of the group was that the wording of the standards and criteria should be formulated in strong language. Specifically, discussion centered around the use of the words "must" and "minimal" for purposes of building in the standard degree of enforcement. The need for additional work by the committee on this paragraph was indicated and it was also determined that the concluding statement regarding facilities of the LRC and personnel was in need of clarification. This document was then referred back to the committee as follows with revisions incorporated. The final revision will be presented to the Illinois Junior College Board by June 15, 1971 for inclusion in the 1971 IJCB Standards and Criteria ...

TENTATIVE STANDARDS AND CRITERIA

LEARNING RESOURCE CENTER

Standard:

The Community College shall have, prior to the beginning of classes a Learning Resource Center with a basic collection of resources, adequate professional and supportive staff, a budget (percent based upon total educational budget), and adequate space allocation to support the philosophy of the institution. The "Guidelines for Establishing Junior College Libraries" published in 1960 by the Association of College and Research Libraries, a division of the American Library Association, are still relevant and are suggested as minimal for a period of not more than three years after the college has been established. The Learning Resource Center should contain all library and audio-visual functions of the institution, and this must be reflected in budget support. It is recognized that community colleges are diverse in their programs and clientele. Development of the Learning Resource Centers beyond the determined minimum must vary dependent upon the implementation of the philosophy of the institution.

However, continued effort on the part of the community college to keep the resources pertinent and up-to-date is expected and is reflected in the budget of the Learning Resource Center. The Community College, although aware of the minimum standards established by American Association of College and Resource Libraries of American Library Association, the North Central Association Commission on Colleges and Universities and other organizations, must not be restricted by minimum standards of other organizations in serving the needs of its institution. The Community College shall maintain a Learning Resource Center with an adequate professional and supportive staff; a budget to support resource needs on the curriculum, students, and faculty; and should be open a sufficient number of hours to function at capacity. The development of a Learning Resource Center should reflect the long range philosophical goals of the institutions while keeping abreast of the growth of the institution. These will be reflected in the planning of staff, space allocation, services, and the hours that the Learning Resource Center will be open with adequate staff. Of course, these will vary with the institution and its commitment to the philosophy of the Community College.

Criteria:

A. While recognizing the need for quality in learning and learning resource holdings, as community colleges grow in number of students and diversity of curricula, it is evident that quantity must also be considered. The Learning Resource Center should have plans for continuing development of its resources to satisfy new program needs and increased enrollment of all areas. This acquisition policy of resources and necessary equipment to be used in the Learning Resource Center and other teaching and learning stations must be reflected in the budget to provide necessary growth in resources, the changing need of the students, as well as flexibility for innovations in learning and teaching.

B. All fields of the curriculum should be adequately represented in the collection of resources. Each institution must satisfy the needs of its curriculum as well as the community services it wishes to offer.

C. The facilities and the hours of the Learning Resource Center should be conducive to the maximum use of its services. There should be adequate staff including professional, technical and clerical personnel on duty whenever the Learning Resource Center is open.

. . . . .

Session II - Part II Guidelines for Illinois Junior and Community College Learning Resource Centers

"The purpose of the session is to present the tentative guidelines that are being developed by the ILA, C & RL Section's Committee on Standards for Junior College Libraries and Learning Resource Centers and to present this draft for your reaction, after which it will be reworked as necessary to be available for the October meeting of the Illinois Library Association. We hope to have it adopted at that time. Due to a previous commitment, Mr. Johnson, chairman of the Standards Committee was unable to attend this session, so I will attempt to convey the philosophy of the Standards Committee to you!"

Mr Gaines then explained the format of the document to the group, and the floor was thrown open for discussion. The following points of concern were expressed by the group for reconsideration by the Standards Committee.

1. Overall, the format of the document should be structured so that specific quantitative standards be appended to the qualitative guidelines.

2. Several terms in the glossary should be revised and/or added. i.e., professional staff, public services, administrative services, community services. As this information is considered elsewhere in the Guidelines, a restructuring of this section would be indicated.

3. The statement of philosophy requires tightening and simplification.

4. The formula for determining the size of the book collection should be reconsidered as should the quantitative standard for the basic collection of periodical titles. It was the opinion of the group that the base figure was too low for books and too high for periodical titles.

5. The section concerning audiovisual equipment and materials should be entirely restructured. It was further recommended that equipment and materials be narratively separated and that production equipment also be considered for inclusion.

The original document as presented to the LRC Directors for reaction is as follows:

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Learning Resource Center: An administrative unit on the individual campus which integrates printed and non-print forms of communication resources and the necessary equipment and services to permit their utilization.

Resources: Materials of all types to meet individual or curricular needs. Included in this term are such materials as 16mm motion pictures, 8mm film loops, filmstrips, slides, transparencies, videotapes, art reproductions, charts, posters; models and specimens, disc and tape recordings, programmed learning aids, books, journals, newspapers, microforms, (microfiche, microfilm, microcards), pamphlet materials, government documents, and other related items.

LRC Staff: The personnel who operate a Learning Resources Center. These will have a variety of abilities and ranges of educational background. They include professional staff, technicians, clerks, secretaries, and student assistants.

Professional Staff: Personnel who carry on responsibilities in the center almost always requiring professional training at the graduate level. Such staff members provide faculty and students with a wide variety of services including providing instruction in the use of the learning resource center and its resources to individual students or in the classroom, helping students to gain skills in the techniques of research and evaluation, encouraging the development of desirable listening, viewing, and reading patterns, serving as resource specialists and consultants to the faculty, evaluating and selecting resources for the center, making resources accessible to students and faculty through the cataloging and classification system, producing and assisting faculty in producing resources for instructional use to supplement those available through other sources, supervising and administering the work for the center, and performing other tasks of similar nature which increase the effectiveness of services.

Technicians and Technical Assistants: Staff members who assist and work under a professional staff member in work requiring specific skills and special abilities. Such personnel may supervise clerks and student assistants. They make it possible for the professional staff to concentrate their time on professional services and activities. Technicians and technical assistants perform such tasks requiring skills and training as production of transparencies and other projecturals, designing and illustrating promotional items and publications, preparing graphics for use with educational television, bibliographic searching,

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details of technical preparations of materials for use, servicing equipment for films, television, and classroom handling routine computer operations, doing camera work and developing pictures and slides for instructional purposes, supervision of circulation activities, scheduling films, doing cinematography for instructional television or classroom films and similar work requiring skills and abilities beyond those expected of clerks or secretaries.

Staff Ratio: The proportion of nonprofessional staff to professional staff necessary to adequately distribute work load according to the professional or nonprofessional nature of the job.

Technical Services: This department is responsible for (a) acquisitions including bibliographic searching, ordering, receiving and accounting; (b) cataloging and classification including recataloging, discarding, catalog maintenance, and inventory of the collection; (c) processing and preparation of resources which may include bindery preparation, book repairing, and mending.

Public Services: This includes such services as reference, circulation, orientation, displays and exhibits, special collections, interlibrary loans, reserve book circulation, consulting with faculty on selection of materials (print or non-print), consultation with faculty on integration of instructional materials into the instructional process, in-service training of faculty in use of new media, graphics, and photographics service.

Full-time Equivalency: The full-time equivalency of students is determined by dividing the total number of credit hours for the year by 30 semester hours or 45 quarter hours.

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PHILOSOPHY

Fulfillment of the complete mission of a broadly based educational structure is attained through the administrative structure of the Learning Resource Center, a single service unit which provides relevant resources.

Because of its direct relationship to the institutional objectives, the role of the Learning Resource Center is threefold: (1) To provide an organized collection of print and non-print resources needed to meet institutional, instructional, and individual needs of students. (2) To provide a qualified staff that is concerned and involved in serving the needs of students, faculty and community with a full range of educational resource services. (3) To encourage innovation, learning, and community service by providing facilities and resources which will make these possible.

Because of the comprehensive nature of many community colleges; i.e., academic two-year transfer program, the technical/career programs, general education, and community service and continuing education programs, the media resources of the college must be broad in scope, providing adequate resources for all of these educational endeavors and supporting all subjects taught by the college.

Since the student body of the community college represents all levels of achievement, the collection of the media center should have resources that range in difficulty from a sub-college level to an extremely sophisticated level in each of the enunciated educational areas. In addition the LRC provides resources in extra-curricular areas to further stimulate intellectual curiosity.

A commitment to the LRC concept requires an accompanying commitment to provide an adequate budget and staff commensurate with the size, program, general philosophy, and mission of their institution. Because the media center constitutes one of the major keystones in the community college, innovative and diversified in its role, the center must be staffed not only with versatile professionals in sufficient number to provide the students with wide ranging services, but with adequate supportive staff to allow the professionals to perform professional tasks.

Budget allocations for the community college LRC, should be adequate to meet the goals set by the college. New institutions should be allocated larger amounts in the early years of development to insure that the resources of the college will be able to support the

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educational programs.

The LRC of the college should maintain a high level of cooperation with the libraries and library systems which function in the district served by the college. Sharing of resources and services, such as union list of serials, rapid inter-library loan agreements, reciprocal borrowing agreement and periodic meeting of librarians with the region served to exchange information and ideas, should be arranged to serve the best interests of the community. Such inter-library cooperation would expand resources available to each library or Learning Resource Center, improve relations between institutions and communities, and reduce duplication of high expense, low utilization materials.

The LRC must remain sensitive and responsive to the needs of the community by: (1) including materials relating to the region it services; (2) cooperating with other area libraries in the community; and (3) providing reference service to the members of the community. The communication resources and services of the college and the organizational framework administering it must be as innovative as the movement itself.

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STAFF

The kind of staff that a Learning Resource Center should have can only be answered in terms of an individual LRC and the college it serves.

The LRC should have a broadly educated and well qualified staff of instructional resource specialists which includes librarians and audiovisual specialists. Instructional resource specialists should hold a Masters Degree in Library Science, Instructional Materials or Audiovisual Education.

Supportive staff should include technicians and clerks who are employed for their specific skills and abilities that are necessary for a successful LRC program. Each supportive staff member should work under the direction of a professional staff member.

Student workers on an hourly basis are valuable, but should not be considered an adequate substitute for well-trained, more permanent clerical and technical staff on full-time salaried appointments.

The size of the staff will depend upon such major factors as the number of students and faculty the LRC serves, the number of hours the LRC is open, the instructional program of the college, the teaching methods used, the LRC service points, the range of services given by the LRC, and the rate of growth of the collection.

Quality of service is proportionate to the size of the staff and to the ratio between professional librarians and the nonprofessional staff, and is based upon a minimum of three service areas for which staffing should be computed separately:

Technical Services

Public Services

Administrative Services

Both professional and supportive staff are included in the number of positions recommended in the following formulas. In some small junior colleges it is recognized that some staff, especially professionals, will have to be assigned responsibilities in more than one service area.

Technical Services

All professional and clerical tasks related to technical services as defined are included in these formulas. Selection processes are specifically excluded as a technical service function.

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The proportion between professional staff and nonprofessional staff in technical service is 33% to 66%. Formulas are meant for total staff positions and should be apportioned according to the above ratio. (example--3 technical services positions would include one professional and two nonprofessionals).

a. An LRC which uses Dewey Decimal Classification and which processes and catalogs its own materials: one technical service position per 800 annual acquisitions.

b. An LRC which uses the processing services of an outside facility using Dewey Decimal Classification: one technical service position per 1200 annual acquisitions.

c. An LRC which uses the processing services of an outside facility using Library of Congress Classification: one technical service position per 1300 annual acquisitions.

d. An LRC which uses Library of Congress Classification and does its own processing and cataloging: one technical service position per 1000 annual acquisitions.

Public Services

Since this service includes both the library services and audiovisual services, two formulas are suggested for computing staff needs:

1. Library public services--one staff member per 600 students (FTE). The suggested proportion is 40% professional to 60% nonprofessional.
2. Audiovisual public services--one staff position per 30 faculty (FTE). The suggested proportion is professional 20% to nonprofessional 80%.

Since junior colleges in Illinois vary considerably in degree of service offered, these guidelines should be taken as minimal and adjustments should be made proportionate to the desired usage of the collection and facilities.

Administrative Services

When an LRC is in its early stages, the administrator has to spend a major portion of his time in the development of the collection and planning for facilities. Once the LRC is established, the administrator becomes more deeply involved in administrative services such as organization and supervision of staff, policy formulation and interpretation, preparation

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and execution of budget, reporting development, coordination and communication (committees, newsletters, college wide orientation, etc.)

The recommendation for administration services is for a minimum of one full-time professional and one full-time secretary. Additional administrative staff should be added in proportion to the responsibilities delegated to the LRC as predetermined by the philosophy and organization of the college. It is recommended that the LRC be administered by a single director who is directly responsible to the administration official in charge of the overall instructional program.

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RESOURCES

The selection of resources is based upon a policy statement developed by the LRC staff in consultation with faculty, students, and administration. The balance and nature of the collection are functions of professional judgment in response to institutional need.

The development of written policy statements for acquisitions is of sufficient importance and has such a general effect upon the instructional program and the services of the center, that all segments of the academic community should be involved in its development. This policy statement should be readily available for anyone who wishes to examine it.

The stand of the American Library Association on the subject of censorship is firmly adhered to in these guidelines. The right to provide all types of resources which present all sides of controversial issues cannot be disputed.

Selection of materials is based both on the selection policy and upon reviews and personal examination.

Bibliographical tools, even when appropriate to the curriculum of junior and community colleges, are used selectively. Usefulness of any resources is determined by relevance to the needs of the students and application of current learning theory.

The center encourages and provides the leadership in helping faculty in the acquisition and production of resources which will enhance the teaching and learning process.

The selection of resources from commercial sources is a responsibility shared by members of the center staff. Resources needed for the educational program which are not available from commercial sources or which must be geared to a specific need of an individual instructor or student are produced jointly by the center staff and the faculty. Consultation with department chairmen in the acquisition and production of materials is desirable.

Final decision as to the order in which resources are to be purchased or produced is the responsibility of the director or his delegated subordinate.

Many factors enter into priority ranking of purchases or production. The decision must be based upon knowledge of total commitments, provision for similar resources in the existing collection, needs of academic departments and the development of new curricula. Purchase and production of resources is determined by the allowed budget and special funds

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available in accordance with acquisition policies. Primary concern is, of course, given to needs relating to courses and to a suitable balance of expenditure among disciplines, but final determination of priorities and responsibility for expenditures must be centralized in the office of the director or his designee.

Junior college students represent all strata of community and national life. To meet their needs the collection must contain resources of all kinds and at all levels. Those students who require basic developmental resources, those who seek vocational training or retraining, those who seek an understanding of the culture, and those who are utilizing their retirement years for personal stimulation should each find the resources which can serve their interests and solve their problems. Special care is taken to include representative resources related to the needs of cultural or racial minorities as well as resources reflecting divergent social, religious, or political view points.

Learning Resources must be organized, indexed, and readily available if they are to serve their purposes. While there is no uniformly accepted system, all resources must be organized so that an instructor needing them for a classroom presentation or a student desiring them for study or recreational purposes can obtain them.

Generally gifts are accepted only when they add strength to the collection and have no significant limitations about housing, handling, or disposition of duplicate, damaged, or undesirable items presented. It is recognized that gifts require more time to screen, organize, catalog, and process than new materials. Storage space and staff time requirements must be considered in accepting gifts.

Professional staff members are under no obligation to evaluate and/or appraise any gifts that are given to the Learning Resource Center.

A planned procedure for conservation and elimination of unneeded items should be developed by the Learning Resource Center. Prompt attention should be given to damaged resources so that repair (including rebinding if printed resources or replacement of portions of projected or recorded resources) are handled systematically, along with prompt decisions on replacement of important items.

The resources in the collection should be examined systematically and regularly in order to eliminate obsolete items, unnecessary duplicates, and worn-out resources. Assistance from faculty members should be solicited when items are considered for discard to avoid

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removal of useful historical materials.

Although the primary consideration of any learning resource center should be to develop a collection of resources that meets the needs of the institution it is serving, there are also quantitative guidelines that must be considered. The following are quantitative guidelines that should be used in developing the collection for a learning resource center.

A. The Book Collection

Suggested formula for determining the size of the book collection.

To a basic collection to support a two-year general education or liberal arts (transfer or university parallel) program of 12,500 titles (15,000 volumes), add for each of the following as indicated:

1. Thirty titles (36 volumes) for each professional staff member (full-time equivalent) in the college.
2. Four volumes per student (full-time equivalent).
3. One hundred titles (120 volumes) for each subject field of study, either transfer or terminal, in which courses are offered beyond the standard general education or liberal arts transfer program.

EXAMPLE:	TITLES	VOLUMES
Basic collection	12,500	15,000
300 Professional staff (FTE) x 30 titles (36 volumes)	9,000	10,800
6,000 FTE x 4		24,000
40 subject fields x 100 titles (120 volumes)	4,000	4,800
TOTAL BOOK COLLECTION	25,500	54,600

B. The Periodical Collection

The basic collection of 300 periodical titles should be augmented by the addition of 2 titles for each faculty member (FTE).

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It is the responsibility of the LRC to provide reasonable backfiles of these titles to meet faculty and student needs. These backfiles may be in microform.

In colleges where the enrollment is 10,000 or more, a reduction in the number of titles per faculty member to one instead of two may be realistic.

EXAMPLE:

Basic collection	300 titles
300 Professional staff (FTE) x 2	600 titles
TOTAL	900 titles

C. The Audiovisual Collection

The emphasis on new instructional media makes it necessary to centralize audiovisual resources and services under the LRC administration for efficient service. This administration should be responsible for providing audiovisual materials, equipment and services, (1) within the LRC, (2) campus-wide for classroom instruction, and (3) in study skill centers which may be located in the LRC or elsewhere. Due to the nature of audiovisual resources it is extremely difficult, if not impossible, to develop quantitative guidelines for these materials. Even though quantitative guidelines are not recommended at this time, it must be recognized that they do make a unique contribution to the instructional program and must be available for student and faculty use. Audiovisual materials must be supported with a fair share of the funds expended for media. The overall objective of the media program should be to provide a wide variety of audiovisual resources with no one item dominating the program.

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FACILITIES

The LRC director should participate fully in all stages of LRC facilities planning. This individual's knowledge and interpretation of LRC requirements in meeting the College resource needs will give the architect guidelines in planning and enable those responsible for the administration of the LRC to bring their influence and ideas into the architect's design. Factors to be considered in the planning of the LRC building are:

> The philosophy and objectives of the College, projected growth rate and maximum anticipated enrollment, types of LRC services, definition of space requirements, projection of the collections size and the required furnishings to house the collection, accommodations for readers and descriptions of spaces, staff accommodations, spatial relationships and traffic flow.

In addition, the role of the LRC as a facet of the Instructional role of the College should be considered. Whether the building is to be constructed in increments, or phases, or as a single unit, provisions should be made so that future expansion may be accomplished easily and economically.

The LRC should be centrally located and easily accessible. Adequate lighting, ventilation, heating, acoustical treatment, and building security are of prime importance. Careful attention should be given to the quality and design of furniture and equipment, and adequate space must be provided for patrons, materials, staff stations, public services, technical processing, audiovisual services, television, and programmed learning.

It is advised that the following formulas be used in planning space provisions for the Colleges LRC functions:

1. For housing the LRC collection, 10 volumes per square foot.
2. Reading stations for 15 to 20 percent of the FTE student enrollment depending upon the relative emphasis in trade and technical instruction, with 25 assignable square feet provided for each station. A variety of seating-tables, carrels, individual study desks, informal chairs---should be provided. Other variables which may affect these figures include variation in classroom scheduling, study accommodations in other buildings, the location of the campus

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in relation to communities served and policy relating to non-student use.

3. A basic complement of 400 assignable square feet plus 140 assignable square feet per full-time equivalent staff member for LRC service needs, plus additional areas (sized for individual needs) for audiovisual and learning activities.

   NOTE: The assignable square feet include those areas which are "usable" for the functions described. Not included in this usable category would be such areas as the main lobby (excluding card catalog area), elevators, stairs, walled corridors, rest rooms and areas accommodating building maintenance services.

Additional areas for which no formulas exist at present should be considered for the following:

Television studios
Exhibit and display areas
Classrooms for LRC instruction
Conference rooms, whether for student or faculty
Typing rooms
Graphic production
Copying facilities
Darkroom space
AV materials storage
Microform reading facilities
Receiving and shipping areas
Staff and faculty lounge

AUDIOVISUAL EQUIPMENT AND MATERIALS:

A. For use within the LRC: Audiovisual equipment for use in the LRC should include motion picture projectors, slide and filmstrip projectors, record players and tape recorders, overhead projectors, viewers, and screens. The comprehensive LRC with dial access facilities may have storage and transmission equipment and/or services to be used with independent study carrels.

B. Basic Campus-wide audiovisual equipment:

   16mm sound projectors--1 per 4 teaching stations

   8mm projectors--as required

   Filmstrip and slide projectors--1 per 10 teaching stations

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Sound-slide projectors--1 per 50 teaching stations

Slide projectors--1 per 8 teaching stations

Overhead projectors--1 per 2 teaching stations

Opaque Projectors--1 per 50 teaching stations

Projection screens--1 per teaching station, size to be determined by size of room

Record players--1 per 8 teaching stations, quality and fidelity should be appropriate to institutional usage.

Tape recorders with microphones and accessories--1 per 3 teaching stations

In addition to those items of equipment indicated by formulas, the following items are desirable for use as needed:

Radio, videotape recorders and monitors, copying machines for making transparencies, and other audiovisual equipment as it appears on the market, and as it becomes suitable to the needs of the College.

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BUDGET

The amount of money budgeted for the Learning Resource Center will reflect the philosophy of the institution as well as the needs of the LRC as determined by the application of the foregoing guidelines.

The American Library Association recommendation that the operating expenditures of the library reflect five percent of the total operating expenditures of the institution, as given in the 1960 standards, is still a valid one and should set the standard for today.

The 5% figure applies to a mature program. In a developing institution funds used to build the basic minimum collection should be considered a capital expenditure and should not be included simply as part of the LRC operating budget. These new institutions, those experiencing rapid growth, and those whose holdings are seriously deficient, require a greater percentage of the educational and general budget until the necessary services are established.

If 5 percent of the total educational and general budget is used, it must be qualified as to what this includes. Conservatively speaking, a minimum of 3 to 4 percent additionally would be necessary to support an active audiovisual and television program. Therefore, the total LRC requires a minimum of 8 to 9% of the total budget.

Budgets for determining the resource collection from year to year will vary according to the present size of the collection and how rapidly it is approaching the minimum standards. Regardless of total size of the collection, it may never be thought of as being complete, and the annual budget should be sufficiently large to permit the purchase of a percentage of current resources and large enough to meet the needs of the institution and the community it serves.

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Margaret Wainer, Recorder
Director, LRC
Carl Sandburg College

Friday, May 7, 1971

Council on General Administration and Council on Business Affairs

Moderator . . . . . John F. Grede
Vice Chancellor, Career Programs, City Colleges of Chicago

Topic: "Changing Patterns of Group Relationships Within The Community College"

Panel Members:

Burton Brackney
Administrative Assistant
Danville Junior College

Roger Crane
Faculty Member
Belleville Area College

Richard Fagan
Dean of Business Affairs
Highland Community College

Bobby R. Offutt
Administrative Intern
Danville Junior College

Responder . . . . . Robert T. Blackburn
Professor of Higher Education, University of Michigan

Recorder . . . . . Marvin H. Lieske
Dean of Instruction, McHenry County College

"Changing Patterns of Group Relationships with the College Community"
Bobby Offutt

I would like to illustrate a point of my presentation by sharing with you a story about a student that we will call Johnny. Johnny was a young black student who in the first three years in elementary school could do nothing, who had no special talents, and in many respects represented an example of the term, "troublemaker". Johnny's general behavior did not allow him to function constructively in the total elementary school community. Then one day Johnny met this lovely teacher and fell in love. She was the nicest teacher that he had ever had and was attractive to him in many ways. One day in this third grade class the teacher asked Johnny, "What would you like to do?"

"Well," Johnny said, "Give me a couple of days to think about it, because I have never been asked that question before." So she said, "Take as much time as you need."

Johnny did, and two or three days later he came back and told the teacher, "I'd like to build a space ship." Now everyone knew that Johnny had no artistic ability, he did not write well, he did not read, and he had demonstrated little capacity to draw. The teacher however, said "Fine, what kind of materials will you need?"

Johnny said, "All I need, is a pencil, a ruler, and a piece of paper." The teacher went to her desk immediately and got the materials he needed. That night when it was time for everyone to go to bed, Johnny crawled under the covers and with the light on under the covers he began to draw his space ship. In spite

of the discomfort to his two brothers who slept with him, he was able to finish his project on the third day. He returned to school at seven in the morning because he was so anxious to show his project to his beloved teacher. The janitor cautioned him that he should not be at school at that time of the day. He returned to school at seven in the morning because he was so anxious to show his project to his beloved teacher. The janitor cautioned him that he should not be at school at that time of the day. The principal approached Johnny and questioned what he was doing there so early, but in spite of these roadblocks when the bell rang, Johnny ran immediately to the room where his favorite teacher was teaching. He discovered she was gone for the day. She was ill. Johnny was so ill that he also went home. The next day he discovered, upon re-examining his space ship project, that he had forgotten to put a tail on the space ship and he didn't want to give his project to his teacher until it was perfect. He looked at the clock on the wall and realized that he had 10 minutes before the bell would ring, and he would go to the room where his favorite teacher would be. So he quickly finished the tail design on his space ship and signed his name to his project. In the process of tucking it away in his shirt another teacher walked up from behind, looked at the piece of paper on which he had drawn his project, and said "Johnny, that is not what you are supposed to be doing!" She took the project, and tore it in little bits, and threw it in the waste paper basket.

What this teacher did not realize was that she was throwing away a whole world of expectations, needs, outlooks for the future, thoughts and dreams of this particular black boy. What I would like to say in terms of the community college, is that there are many occasions when we do not realize, that at many points along the way, there are possibilities that we have many Johnnys in our midst. This was a story about an elementary boy, but this boy is now grown and possibly attending a community college. Under the circumstances he brings with him a very unique and peculiar set of needs, psychologically, socially, culturally. These are peculiar to him, and they do not necessarily fit the pattern of the needs of other students in the community college.

I hear, at this conference, many people talking about new buildings, remarkable architectural designs, new and innovative instructional materials and techniques, but rarely do I hear anybody talk about the needs of Johnny. Johnny brings to our community colleges unique needs. However, not only does he bring unique needs to the community college, he also brings to the college a variety of unique strengths, and I'm sure we are not aware of these. It seems obvious to me that as community college instructors, administrators, and counselors, we will have to admit that we have not done an adequate job of identifying unique needs of unique individuals in our community college population. Our current philosophies, guidelines, learning structures, and physical facilities, are not designed to fit these needs. I am fortunate in that at Danville Community College I am allowed to attempt to restructure some of the areas of our community college to deal with the needs that the young men and women like Johnny so they may be able to develop strong ideas about themselves and their potentials. Collectively we have stated a position regarding the future of these young people and it goes something like this "If you the student are committed to improving yourself through the tools and human resources we have at our college, we are prepared to give you the support necessary to deal with you as a unique individual and to serve your particular needs. Come and join us in a mutual effort at human fulfillment for yourself."

Presentation by Roger Crane, Belleville Area College

During this gathering of community college administrators, faculty members, and students, discussions have revealed that we have no unified point of view, as we analyze these human segments of the community college and its operation. We have just heard that we should be more concerned about the self concept image among students. Perhaps there is an equally important need to be concerned about the element of self concept among faculty members.

We do not have a unified point of view of priorities as we look at the understanding that the community college administrators have regarding the purpose of community college, as we study the faculty viewpoints regarding the purpose of community colleges, and as we analyze what students feel about what community colleges should be doing. We are told from time to time that our horizons are enlarging, that through new experiences we are gaining new wisdom and a better understanding of the twenty-first century role of the community college. We are also told that these new horizons mean a better world for community colleges. We are told that junior colleges are involved in a game, in which our object is to deal in special sales of services. This game that we are involved in is supposedly played by rules. But we find many times, that the rules are changing in the middle of the game, and I would presume that the purpose of this panel today is to try to pin point some of those problems created by changing rules in the middle of the game whereby the players do not know about the rule changes. The changes taking place in the junior colleges today must be wondrous if it take five or six of us on this panel to work up magic incantations to convince all that there are changes, and that we must begin to recognize what these changes are. I question whether the changes that many people discuss regarding the community college game are real. We tend to ascribe labels to things that are both real and unreal, and I think the names that have been given to unreal changes are leading us not to higher horizons but simply to the point of maintaining the status quo.

I, as a representative of the community college faculties, perhaps, march to quite a different drummer than the other human elements of the community college. I do see, therefore, some of the processes differently than other members on the panel here with me today. We are told of changes in relationships between boards and administrators, between administrators and faculty, between faculty and students, and between other human elements of the community college staffs. But, I wonder whether these changes are real. I wonder whether certain individuals have changed more than the groups have changed. Meaning that, has the entire faculty changed, or am I the only on that has changed? Have entire boards changed or has a single member or two changed? Has the entire administration changed or has there simply been change accomplished in one administrator? This point may be unique as a faculty point of view only, but I submit that changes are not real until they are given tangible form, through guidelines, through written statements and policies carried out, and a history of practices demonstrating that these guidelines and written statements have been honored by those that claim change has been accomplished. From a faculty point of view, this would mean an increase of tangible supports such as decent classrooms, decent offices, appropriate remuneration for services rendered, and recognition of significant roles that faculty members play. In addition, real changes would be faculty involvement in the governance of the college, which means actual voices, faculty voices in sharing the determination of internal and statewide policies regarding the organization and functioning of community college programs.

In the final analysis the most important change the faculty probably looks for is evidence that everyone accepts the notion that teaching is the primary function for every junior college in the State of Illinois. Essentially, all the problems are human problems or relationships and, as such, we have the means for solving them, through human effort. The question is, "will we do so?". IACJA has given us that opportunity to be contributing individuals toward a central purpose, by increasing the involvement of all human elements of the community college through forming new advisory committees, and listening to these advisory committees. This is one example of real change that has taken place in the Illinois Community College movement. However, this is only the beginning in terms of demonstrating that real changes may be taking place.

Presentation by Burton Brackney, Danville Junior College

In December of 1971 at the State University of New York, a group of college and university administrators met to determine the means for establishing an administrative power group. Marjorie Mix the Associate Director of this meeting on the Buffalo Campus, said of this Administrator's Meeting, "We are really identifying an emerging professional group." It is interesting to note some of the trends in the administrative structure in universities and colleges across the nation which have major implications for the community college.

The essential rationale of an administrative group on campus having professional recognition seems to be centered around the idea that administrative groups are seeking some kind of status. In terms of the universities and the colleges this appears to be an outgrowth of the growing size and complexity of these institutions, and the specialization that comes with this growth. The old pattern even in community colleges, of combining primarily teaching responsibilities with some administrative duties is no longer feasible, particularly in the larger institutions. Another trend is that, generally speaking, administrators of colleges and universities are coming from other than academic backgrounds. In this sense, the community college administrative group is following the trends and patterns of business and industry. This tendency for the administrators to want to group together and to become an identifiable power group is in response to the increasing organization that is taking place among other groups on our community college campuses. The faculty, the students, and non-academic staff on community college campuses have already established a firm pattern of organization for serving the unique needs of their respective groups. They see the value for acting in concert, rather than acting on an individual basis. As the division between groups on campuses becomes more obvious, administrators too, are seeking an identifiable peer group of their own that can act for the groups unique needs.

Much is said today about involving the students and the faculty in the decision making processes on the college campuses. It is seldom recognized, however, that administrators find themselves in the middle, in that, they too have concerns about appropriate representation in the decision making process. Most administrators find themselves disavowed by faculty, rejected as the epitome of establishment by the students, and separated by the boss-employee relationship by their staffs and not really finding themselves part of the board-president relationships. The emerging change in relationships between groups on the campuses, suggests that, generally, administrative staff members find themselves in a no-status category in the organizational rights of the campus community. Most administrators on our community college campuses find themselves in an ill defined professional state. They have no tenure status. They have no civil

service classification. They have no union protection. They have little security in their own right. This situation, which is best described as administrators not having defined long range means for establishing expectations of permanency, creates an unhealthy environment for a proud professional group. It seems to me that it behooves us all to concern ourselves about identifying the part that administrators will play, in the overall struggle of groups in community colleges, to establish power bases for participating in the decision making processes.

Final presentation by Richard Fagan, Highland Community College

The Community College is established for the sole purpose of providing quality education at the local level. We look at the students as being the most important element of that professional commitment. In other words, students represent the name of the game for the community college existence. I certainly recognize that the faculty represents an important part of the educational enterprise at the community college level. I'm not quarreling with the idea that there are changes that should be brought about in dealing with the identity needs of the faculty and/or of the students. I believe however, that we have missed one of the most important areas of concern in operating the educational establishment. We might term this group the non-academic group necessary to operate a viable community college program. I see as one of the most important changing patterns in group behavior and needs and relationships to exist within the non-academic area of the community college. These are the people that serve the institution and make it possible for the student and the teacher to have the best environment possible in which to involve themselves in the teaching-learning process.

It is time that we take a hard look at the service area within the community college. We speak of priorities for student needs, priorities for teaching needs, but we seldom speak very loudly for the needs of the non-academic service area, as they relate to providing the best learning environment possible. These service areas include all of the physical qualities of buildings that provide an educational learning environment for maximum learning. As an example, the preparation for a field trip, viewed by some perhaps, as being relatively routine concerns. However, obtaining proper transportation, proper insurance, putting all of the technical field trip together must be done correctly so that the objectives, the learning objectives of the field trip are not interfered with. As service people we want no flaws in the technical program. As service people we don't challenge the methods of instruction, the philosophical basis of that instruction. We don't challenge other divisions of the college claiming that we are also experts in those areas. However, we are experts in providing the various environmental tools that make the substantive part of teaching-learning experiences more effective. We are experts in serving your needs for those purposes. Our idea is to plan the best service possible so efficiently that you don't even know we are there to do these things. We must get away from the notion that the personnel in the service area, non-academic service areas of the college, can be hired from the ranks of those who are close to or already on some type of retirement. In many campuses we are working on new campuses having new buildings, which presents some interesting challenges for the service area personnel. We have new teaching apparatus and teaching tools which improve the teaching-learning experiences for students. These require far more expertise to service and repair. We cannot do that with people that are not trained and qualified for these more sophisticated positions.

These changes require a whole new look at the salary scales of the service area personnel on the community college campuses. As much concern should be given to the wage ranks of these people as is given to administrative salaries, and instructional salaries. Institutions can only be excellent if they have well qualified service area personnel. An example of the significance of the service area employees to the total program of higher education can be illustrated by the following statistics. In a 1967 report it is revealed that the total full time professional staff members in public and private higher education in Illinois, number 24,817. Total number of non-professionals in full time positions in public and private institutions of Illinois 28,834. There were another 9,465 counted in part time non-professional status.

In the State of Michigan, the total number of professional full time staff in higher education, public and private, totaled 20,550. The report indicates that there were 10,386 full time non-professional staff members employed in public and private higher education institutions. In addition, they had 19,472 non-professional people employed on a part-time basis. The changes apparent here it seems to me, are that in the new age of sophisticated educational activity, the non-professional or service personnel will outnumber the professional personnel in most institutions of higher education. On most campuses the non-professional personnel are not represented by any organized labor group. Increasingly faculty are becoming organized and pressing for recognition of their needs. It will not be long before community colleges small and large will be faced with at least two organized groups on campus.

Though we say we want to continue to place our major emphasis for concern upon the students' needs, it should be recognized that the non-professional service personnel have unique needs that need to be considered by boards and administrators which are just as important to the efficient operation of the educational plans on the community college campus.

Responder - Dr. Robert T. Blackburn, University of Michigan

I think I would like to open my remarks by telling you a little true story regarding the relationship between non-academic staff and professional staff. Not too long ago I employed a very lovely and efficient secretary. She had never worked before as a secretary with an institution of higher education. Upon accessing her qualities, I determined that she would have no difficulty in learning and that she could develop into a very excellent worker for our office. After approximately a year I took the record of her effectiveness and efficiency to the Dean to see if I could increase the remuneration she was receiving. I would tell the Dean all of the wonderful things that she was doing for the office and the department, and give him evidence of excellent reports from other people regarding her efficiency. The Dean kept responding "I'm sorry, nobody could possibly be that good, and therefore, no raise." Then about a month ago when I went through the employee report again regarding her efficiency the Dean said, "By golly, if she's that good, she shouldn't be working for you, I'm going to put her on my staff."

What is sad about that story is that it is really true, and I think there is a lesson that we can learn from this real instance. As administrators I would suspect that many times we do not concern ourselves about the people that are making it possible to operate an excellent education plant.

It appears to me, as I look into the presentations given this morning, that the title of this session which was related to "changes recognized in the various elements making up the community college", there are no changes that have taken place. It appears that most of panel members are talking about the changes that should be taking place on our community college campuses. Mr. Offutt suggested that nobody is paying proper attention to the unique needs of minority students. It was suggested by others on the panel that attention is still going towards buildings and matters regarding physical things without a proper concern for the special needs of various groups of people on community college campuses. Mr. Crane claimed that teachers are still looking for good classrooms, good teaching environments, and that the story had not changed much regarding these things since the beginning of time. Mr. Brackney suggests that the administrators are not getting appropriate recognition nor honor, and that there is nothing really new in that area of the community college. There seems little change taking place in terms of the notion of self-concept of all people whether they be students, instructors, service people, or administrators.

In summary it would appear to me that the reason for the existence of this organization IACJC is found in the fact that no change has taken place in the various elements of the official enterprise, and that this organization can assist in bringing about the necessary changes.

DISCUSSION SUMMARY

1. One of the changes that the group seemed to recognize was the changing relationship between faculty and administration, and administration and the board. The collective bargaining unit has created whole new problems for the administration. Some said that the faculty tends to come off best in the union negotiation processes and the men who get caught up in the middle are the administrators. Basic patterns of relationships between the faculty member and administration change because of professional negotiation agreements. Lines of communication have changed as have patterns of communication.

2. The issue also arose in the discussion regarding evaluation of instruction and of the college in general. Some considered that the evaluation process should take place between instructor and administration, others suggested that students should be involved in this process. Strong opposition from the faculty regarding student involvement in the evaluation was noted. A representative of the faculty group said that evaluation by students was completely unacceptable. The reason that the students are used in the evaluation process is that administrators did not have the courage to do it themselves.

3. Dr. Williams stated that he had just completed a study in depth on faculty evaluation performance and his findings were summarized as follows:

    a. From the evidence presented by the study, most faculty prefer not to have students evaluate performance.

    b. Faculty wish to be judged exclusively on teaching ability.

    c. Correlation studies indicate that faculty members rate themselves much higher than peer groups or student groups.

    d. High correlation exists between student ratings and the peer ratings of teaching effictiveness.

e. Almost zero correlation exists between administrators ratings of teaching performance and the student ratings of teaching performance.

4. Discussion regarding the image of the community college in Illinois included the observation that the public is just not buying the "BIG E" anymore. Adequate accountability of college performance is a must. It was pointed out that the whole problem of inter-relationships is perhaps affected more by the general public than by faculty and students. The community has been neglected in this discussion and represents one of the most important changing forces in the future of the community college.

Recorder:
Marvin H. Lieske
Dean of Instruction
McHenry County College

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Council on Instruction

"The Implications of the Articulation Exhibit"

Moderator . . . . . David V. Shultz
Dean of Instruction, Lincoln Land Community College

Discussion Leader . . . . . Orell R. Vanderwater
Associate Dean of Vocational-Technical Programs, Lincoln Land Community College

Dr. Schultz opened the meeting at 10:30 a.m. explaining that this topic had come up at the Deans' meeting in Springfield but that there had been no time to discuss it and, since the articulation exhibit was of concern to both the four-year colleges and the two-year colleges, the topic was scheduled for the Illinois Junior College Conference. Dr. Schultz introduced Dr. Darnes to explain the implications of the exhibit and the way in which the IJCB views the exhibit.

Dr. Darnes first pointed out the ideal situation existing for this discussion at this conference, for there were senior college coordinators from the University of Illinois, SIU at Edwardsville and Carbondale, Eastern, Northern, Illinois State, Bradley, and Sangamon State present along with the community college deans responsible for transfer programs. Citing the statewide articulation conference as the best long-range solution to the articulation problem, he identified several problems in areas where articulation conferences had not been held, the lack of uniformity in the exhibits turned in, and the means by which the exhibits were requested.

He ended his remarks by asking three questions:
1. What person from the community college should request the exhibit?
2. To whom at the senior college should the request be addressed?
3. What basic documents or information should the exhibit include?

Discussion followed on the questions.

Question 1. (comments and/or answers) There was no definitive answer given. Suggestions were that a request received on the letterhead of the community college

would be regarded as official regardless of the signature; that regardless of who initiated the request, it should be signed by the senior administrative person responsible for instruction; and that protocol be followed and that the top executive should always sign the request.

Question 2. Again no definitive answer although the consensus seemed to be that requests should be directed through the senior college coordinator. Comments were made that

1. colleges differed in their organizational patterns and
2. the department involved, rather than the admissions office, makes the decision on what will be accepted in transfer.

Dr. Darnes commented that the Illinois Junior College Board placed the highest value on departmental approval.

Question 3. The most important consideration is the assurance that a student going two years to a junior college in a particular curriculum can transfer to a senior college in the same curriculum and not lose credits in transfer.

Basic documents should be a statement or statements from Illinois public senior colleges ordinarily within the vicinity of the junior colleges and worded as follows: "The following courses are acceptable as lower division courses in the A.A./A.S. degree (or as part of the first two years of the baccalaureate oriented degree) in the _____ curriculum at this institution." As an alternative to this a university equivalency sheet (check list) may be used.

In the case of courses submitted on Form 15, Dr. Darnes stated that if a phone call to him determined that the course/courses had previously been approved for articulation at another community college, the articulation exhibit would not be necessary.

Another question raised during the discussion regarded the possibility of and the implications of a basic list of courses already approved for articulation at all the community colleges throughout the state.

General Comments:

Ideally, the whole question of articulation and the articulation exhibit will be solved by the statewide articulation conferences. Plans are now underway to hold conferences during the next year in art, business, chemistry, professional education, foreigh language and physical education. This will bring to fourteen the subject areas covered by the statewide articulation conferences.

No articulation exhibit is necessary for the approval of General Studies (developmental) courses. The blank on the approval form should have the entry "Not Applicable."

In developing the articulation exhibit, the colleges should keep in mind the fact that the true value of the exhibit lies in the interchange between the junior and the senior college in checking their programs with each other and in the assurance the transfer student has that he can continue his normal progression toward a baccalaureate degree providing he does not change his curriculum.

Recorder:
John D. Schweitzer
Academic Dean
Lewis and Clark Community College

Council on Student Personnel

Moderator . . . . . Gerald W. Cias
Dean of Student Services, Sauk Valley College

Topic: "As Others See Us: Non-Student Personnel Perceptions of Student Personnel Functions"

Panelists:

Forest Echeredge, President
Waubonsee Community College

James R. Swayne
Assistant Professor
Data Processing Technology
Illinois Central College

Karen L. Pinter
Assistant Professor of English
Sauk Valley College

James L. Heinselman
Dean of Faculty
College of DuPage

Catherine L. Perkins
Trustee
Sauk Valley College

Andrew Totin
Student
Triton College

Harry James
Student
Sauk Valley College

Gerald W. Cias, Dean of Student Services at Sauk Valley College and moderator for this session, convened the panel of seven presentors before an audience of approximately seventy-five people consisting of board of trustee members, students, faculty members and administrators. Mr. Cias briefly described the objective of the panel as an attempt to provide student personnel workers with some insights into their impact on various segments of the college community by members of the college community who are non-student personnel workers. The panelists were free to comment on such topics as: areas of concern neglected by student personnel workers, areas of student services over-emphasized by typical student personnel programs, an overview of the apparent philosophy of student personnel workers, how the student personnel program fits into the community college program as a whole, are student personnel programs really assisting the instructional program, or do student personnel workers meet the needs of the individual student! With this charge to the panel, the seven panelists - two students, a board of trustee member, two faculty members and two administrators - began their presentations.

The first panelist, Harry James, student from Sauk Valley College, made the following points:

a. He is basically well-satisfied with student services provided at his particular college.

b. He would like to see more emphasis placed on the follow-up of community college students and the results put to good use.

c. He would like to see more student involvement in the governance of his college specifically in terms of a student serving as an ad hoc member of the board of trustees enjoying the same participatory rights of other board members at board meetings with the exception of voting rights.

The next panelist, Andy Totin, student from Triton College, noted the following concerns:

a. He admitted that upon accepting his panel responsibilities he had to first conduct some informal research to determine the scope of responsibilities of student services on his campus.

b. He sees a need for more student activities, particularly activities which would involve older people with the campus and the student body.

c. He sees a need for more student involvement in and control of student activities.

d. He sees a need for more student involvement in extra-school (community) volunteer activities such as local ecology projects, Heart Fund Campaigns, blood donor drives, etc.

The third panelist, Mrs. Catherine Perkins, a member of the board of trustees at Sauk Valley College, pointed out:

a. The need for an excellent counseling program because of the "open-door" admissions policy practiced by the community college in order to deal with the variety of problems posed by students of all ages, races and ability levels upon entering college.

b. The need for a strong financial aid program in the community college since many of our students are in attendance for financial reasons. The Financial Aid Office ought to work closely with the college's foundation (provided the college has one). Financial aid is necessary for part-time as well as full-time students. Because of the many problems which can arise in the course of working with students in need of financial aid, financial aid is "married" to counseling.

c. The placement person is a very important position not only as a student service but as a college relations service since he may be the most sought after contact on the community college campus by business and industry.

d. The need upon occasion to educate the public particularly about various student activities taking place on campus. Public ofttimes equates the two-year college with the negative aspects of four-year colleges and may become alarmed by activities or actions to which they are unaccustomed, unless such activities or actions are well-publicized and well-explained.

e. The need for more student involvement in college activities.

The following panelist, Dr. Forest Etheredge, President of Waubonsee Community College, made these points:

a. Higher education in general will suffer for at least the coming year in that there will be less money to spend per student next year and public opinion about higher education is presently negative or at least skeptical due to tax burdens, student and faculty activism, etc.

b. Education needs to separate forms from substance. Substance is student learning. Many forms surround this, one of which is the student personnel services program. The objective of both forms and substance is the best final product possible.

c. The biggest obstacle to the best final product is tradition, usually in forms rather than in substance. This is true of most student personnel services programs. Also, too much emphasis is placed on statistics such as 25 students per class, 20,000 volumes in the library, a 250:1 student-counselor ratio, etc. This does not necessarily mean education is doing a good job.

d. Student personnel services people should act as change agents. They need to help acquaint faculty with their students in terms of group characteristics as well as individual student characteristics.

e. Student personnel services people should encourage more definitive description of courses and course objectives.

f. An integrated approach involving instructional and student personnel services people (particularly counselors) should be taken in conducting developmental programs.

g. More emphasis should be placed on follow-up studies. Placement people should be doing follow-up work of former students now "on-the-job". Colleges should be concerned about comparing end-of-term enrollment to beginning enrollment. It is at least as important to follow-up those students who do not graduate as those who do.

The fifth panelist, Karen Pinter, Assistant Professor of English at Sauk Valley College, made the following remarks:

a. The counselor helps faculty members in many ways; registration, scheduling, profiling student characteristics, etc. One of his greatest contributions can be a constant flow of information about students either as a student body, as a class or as individuals to faculty members.

b. The counselor provides a good balance to the faculty member since he is freer to commit himself to the individual student, whereas the faculty member must also concern himself with the class as a whole and with his subject matter.

c. The counselor should constantly remind faculty members that they are teaching students, not just subject matter. Perhaps ccunselors should work with instructional staff in developing behavioral objectives for their course work.

d. The climate of the college is governed to a great degree by student personnel services people particulary in the area of student activities. Wherever possible, student activities should be integrated with subject matter work.

The next panelist, James Swayne, Assistant Professor of Data Processing Technology, pointed out:

a. The need for a good orientation program for incoming students.

b. The continuous need for knowing students better on the part of the faculty. Most faculty would welcome any help student personnel services people could give them in this area, particularly in making the faculty member aware of students having problems other than academic and how this might affect their academic performance.

c. The need for direct feedback from counselors about the teaching performance of faculty members since counselors usually get feedback from students dropping out of courses.

The last panelist, James Heinselman, Dean of Faculty at the College of DuPage, made the following remarks:

a. The faculty does a fairly good job in cognitive education but not in affective education. We should not dichotomize between cognitive and affective education, nor therefore between instructional faculty and student personnel services people. Thus, all instructors should be counselors and counselors should be instructors (why should counselors isolate themselves?).

b. Most functions of student personnel services programs should be joint instructional and student services tasks - registration, follow-up, placement, student activities (which should be labeled "college" activities), orientation, student government (which should be labeled "college" government), and guidance and counseling.

c. There is a need to break down the traditional forms of student personnel services and provide a cooperative effort towards educational goals.

The remarks of the panelists obviously proved to be thought provoking as evidenced by the comments elicited from the audience, particularly from those Deans of Students in attendance. The following points were made:

a. How sensitive is the average faculty member to follow-up study results to cooperating in developing educational and behavioral goals for his instructional courses, to having student activities imposed upon or involved with his instructional courses, etc.?

b. Students are demanding more meaningful activities in class, and faculty members are looking for outside help to accomplish this. Perhaps student personnel services can provide such help.

c. Many good things are being done in student personnel services programs throughout the state. However, we need to better publicize both within and outside the college community the student personnel services and what they have to offer to all segments of the community.

d. Student personnel services people would agree that there is a need for unity of purpose towards educational goals. But most student personnel services functions necessitate different types of skills from those generally developed in most faculty members. The approach to problem-solving in affective education cannot usually use the scientific approach but must rely on attitude change. Generally, instructional faculty do not possess the skills to bring this type of attitude change about.

e. The need to do away with class attendance requirements is now being discussed on some community college campuses.

Recorder:
John E. McClellan
Dean of Student Personnel Services
Highland Community College

Illinois Junior College Administrators Association

Presiding . . . . . James Harvey
President, Illinois Junior College Administrators Association
William Rainey Harper College

Address: "The Selection of Faculty for Tomorrow's Junior College"
Robert T. Blackburn
Professor of Higher Education
Center for the Study of Higher Education
University of Michigan

The ill winds emanating from Springfield even reach Ann Arbor. Their effluvia blend all too readily with pungent breezes from Lansing.

There is no money. Workloads must increase. Programs are curtailed. The list is long. Junior colleges are fighting desperately with their local constituencies as well as their supporters from farther away. Pundits prognosticate continued bad weather. It is an overcast sky. There are few rays of sunlight.

But despite storm warnings, your colleges are in a remarkably healthy state when you contrast them with systems of education on either side of you. For example, high schools are losing millage after millage. The heretofore never seen pink slip has become a common sight. Those without tenure have been told that unless money comes from some mysterious place there will be no job for them next year. School days are shortening. The essential of body care from physical education has become a fringe elective. Buildings are not being built. Overcrowding raises conflict potential. A holding action is slipping from our grip.

On the other side the weather is equally somber. At four year colleges and universities, when a secretary leaves, the office force simply is reduced by one and the already over-burdened staff divy up the undiminished load. The faculty ploy of threatening to leave unless granted certain "reasonable" requests is now met with a wave of the hand, a motion not signaling despair but rather good-bye. When a faculty member departs, for whatever reason - including retirement and even death, the dean rejoices. The budget is a few thousand dollars closer to balancing. For a departure creates no vacancy to be filled. The department is simply smaller by one faculty member. This outcome is particularly painful on a small unit. The number of students is not decreasing. The workload mounts. The number of shoulders is inadequate. Any loss is a non-recoverable loss. Tensions mount. Today colleges and universities are not as pleasant places as they were yesterday.

In balance, then, notwithstanding your many and genuine problems, you are certainly no worse off than your compatriots in the larger system of education. In fact, in absolute measures you are the best off of all.

Next I wish to prove that despite the way recent events may appear, you, the Administrators, hold the power for the future of higher education. You think you have lost some controls, say, through collective negotiations. But you still hold the purse strings. You decide if someone will be hired. You have considerable power as to whom it will be. Personnel are your life blood.

This control you have is vitally important today because the key to the future strengths of your institutions lies with faculy growth and development. Science dictated to higher education in the 1950's. Students precipitated the educational reform of the 1960's. But in the system which is about to stop growing, it is the care and feeding of the faculty that is the crux of the 1970's, and onward.

There are five factors affecting faculty careers today. I but briefly enumerate them on this occasion. A fifth one I comment upon at somewhat greater length for I think it is a factor which, when properly recognized, will separate the successful colleges from tomorrow's failures.

Recounting the four first, one of the factors affecting the future of faculty obviously resides in the economic arena. There never has been enough money for higher education, or, for that matter, for anything else. But there have been bumper crops and lean years, affluent and stringent times. At present, financial support for higher education is descending rapidly. There is no indication that a reversal will occur in the next five years. A severe money shortage exists and will persist. An unfavorable economic environment will act on faculty.

Secondly, as some of you know better than others, the process of collective negotiation is spreading rapidly. It goes back several years now, especially in the elementary and secondary schools. It is about six years old in Michigan in junior colleges and about two years old in four year institutions. Non-organized faculty are realizing that they are getting what is left over after all others have plucked the fruit. Once faculty become unionized, relationships between administrators and staff change. I will not elaborate. The effect on faculty behavior is appreciable.

Thirdly, from a time just a few years ago when everyone cried over the shortage of adequately trained faculty members in all kinds of institutions, we now enter a decade with an oversupply of Ph.D.s. True, for the most part, Ph.D.s have not been moving directly into junior colleges. (This is a matter to which I will return below.) The point right now is that there is a flood on the market and there will continue to be an oversupply for a long time. Even if graduate schools stopped taking in the numbers that they now admit, there is already a five year crop gestating in the universities. There will be very few jobs in four year institutions. In addition, a new degree, the doctor of arts, especially designed for preparing people for teaching in junior colleges, is being launched and will add to the supply from which administrators can select. Never before have junior colleges had an opportunity to have such a breed of faculty. They do now. Obviously a plentiful supply has consequences.

Fourthly, a moral revolution is underway. It is not just a passing fad. There is a changing set of values for young people and for many others. Truth has replaced loyalty as a higher value. Now the individual is more respected than the organization. Human needs have priority over technological concerns. Personal expression is more important than social forms. Openness is replacing secrecy. No longer is poverty a tolerable condition for anyone. No longer can a minority group be relegated to a second-class citizenship.

What matters here is that the faculty in our colleges at all levels are overwhelmingly from the white, male establishment. In addition to blacks, women's rights and privileges in higher education are and will receive their merited attention. Pressures for scarce positions and advancements are going to take on a new turn. Fundamental value changes certainly will alter faculty life styles.

Fifthly there is the phenomenon I call "The end of growth." It is new to most all of us. It has consequences beyond what anyone yet has recognized. Let me develop this notion.

While it is true that many private colleges and universities had for all intents and purposes ceased expansion several years ago, there are differences of kind that distinguish today from yesterday. For example, a few institutions had decided on philosophical grounds to remain at their current size. Growth was a live option, so they were assured. Others--especially private liberal arts colleges--committed themselves to grow and even accepted federal funds on the basis of such a promise. In general, both groups of colleges and universities now find they are unable to expand in the ways everyone thought was inevitable if one simply tried.

In a similar way, many of our large major universities have already reached a size such that their growth rate is less than one percent a year. That is, for all intents and purposes these two classes of four year institutions have stabilized.

Furthermore, now even our emerging universities, those that seem to have unlimited growth potential, are expanding in but very restricted ways. An increase in absolute numbers of students continues, but not in program development. Emerging universities, aiming at multiple Ph.D. programs simply will not acquire them. Other new ideas will have difficulty materializing when growth ceases.

In addition, such places as institutes, centers, research and development laboratories, and the like, have been cut back and are disappearing. Even Boston's golden perimeter is gilding. Their existence had made growth possible even when student size did not change. They permitted faculty flexibility and the exploration of new ideas. Now they are fading away, or, at best, left as unsown fields.

The obvious decreased mobility possibilities, the difficulty for advancement from within, and other consequences of non-growth certainly will act to change academic careers. For example, new challenges face administrators and faculty when growth stops. Colleges and universities long have been able to report that they are larger this year than last. In good American tradition, bigger has always meant better. Now other criteria will have to be substituted as a meaningful measure of accomplishment. Ridiculous as it may sound, this will not be easy.

A second major consequence of non-growth affects individual faculty morale. Like other human beings, faculty find bad news depressing. When the preponderance of the news is in that category--no money for that necessity, no funds for this emergency--despair sets in. For example, some faculty accepted their current post with the full intention that it was but a stepping-stone to Eldorado. Such faculty are already festering in their present position. They could well become embittered as career paths and opportunities close.

In times of stress, the administrative tendency is to curtail formal meetings. Such a device protects administrators from hostile faculty questions and the dispensing of more bad news. Meanwhile, informal faculty exchange rises rapidly, both on and off the campus. Distant friends are heard from. Remote colleagues are told of the professor's availability. Rumors flourish and spread. Consequently tension rises, conflict and confrontation increase, and students become excluded from decision making. While the administrator gains in power, he could easily construct a state that would be most unproductive and unhealthy for his own organization. Work overload and stress go hand in hand. Then performance effectiveness drops for many faculty.

Most administrators are unaccustomed to dealing with a situation in which the slack in the organization has been removed. When the only resources available to launch something new can come from eliminating some ongoing program, new problems arise. Elimination is difficult for the administrator. He just cannot keep saying "Sorry, but we don't have the funds." Continuous stifling of faculty ideas can be the death of the institution. If administrators do not find creative ways for faculty growth and development, they may be able to manage their institutions but they will be very sterile and unexciting organizations.

Growth has solved many organizational and institutional problems for a long time. As long as the college is growing, attention gets directed on the new. Excuses for ignoring the past and the present are readily available. Growth even avoids the deadwood problem for such individuals can be built around, out-flanked, and ignored. (Administrators as well as faculty fall in this category. True, the term has always had a professorial link. Maybe we need a parallel expression--petrified presidents? Or ossified deans?) Likewise growth provides an acceptable criterion of success and reduces the amount of external flack. Losing growth is no idle loss.

I hammer this point with one more illustration. The dire straights of today's private liberal arts colleges is not just a question of a dollar shortage. Actually as you know, these institutions died several years ago. They became out-of-tune with the times, out-of-tune with students. Why? Because in the fifties, during the faculty shortage, liberal arts colleges hired mediocre men. Next they tenured them. Now they have an atrophied faculty. They have had a superannuated faculty for too long. When they had to respond to changing times, they did not have the talent on hand to carry it off. A less than able faculty has been the real cause of the demise of the liberal arts college.

Now what makes junior colleges in such a favored position. Your system will be expanding for another seven or eight years. (Not every junior college, of course. Some are very close to that non-growth position today.)

Thus you are at the cross-roads. Everything is going to depend upon whom you hire, right now. You still have a chance. If you want to go the way of the others who have preceded you to death, then make a lot of mistakes in the collection of the remaining faculty you will be able to obtain. If you want to come out a winner, then recruit the right faculty.

Why not continue as you have until now? A reasonable question. After all, your record is an admirable one. You have done extraordinarily well. You have exceeded the expectations of most. You can rightfully be proud. You deserve the accolades accorded you.

Two questions, however, forever need to be asked, and answered. Will I be good enough for a <u>different</u> tomorrow? What kind of an institution do I want to be?

I know the latter has been answered many times--a place for all--vocational, transfer, continuing, a place responsive to community needs, and the like. Fine. Can I continue to fulfill these goals?

Perhaps, of course. But in your rapid growth I find you have introduced some internal contradictions, some seeds of destruction. The same rapid growth has kept these inconsistencies submerged. Today, however, they are surfacing, as I will demonstrate. They will bloom in full color when growth stops. To wait until

then to resolve them will be too late. Then there will be no flexibility remaining. They could kill you. Let me show you what I mean, for the paradoxes are the key to the decision that you must make right now.

As a new kind of college, you rightfully, in part, borrowed from others. Naturally you took the most attractive from the world on both sides of you. Why not, after all. Faculty want the best of all worlds. So do administrators. Faculty want control of their work environment. Administrators want peace, harmony, prestige. These are legitimate desires. Why not select those things from your neighbors that look like they will give you what you want? Adopting the practice of others occurred in the evolution of the two year college.

For example, from the four year institutions many community colleges have taken the concept of academic rank. Professorial titles imply status, and status is a very high faculty value. (Incidentally, it is not just faculty who have taken on titles of prestige. Administrators are no longer called principals. Rather, they now are deans, chancellors, vice presidents, presidents, all of the accouterments of the University.) Academic rank also implies a differential reward system.

At the same time, but now from the secondary school, the faculty has insisted that their position in the institution is to be solely a function of the degree they have earned and the length of time they have worked. If number of years of schooling and on the job are the deciding factors, that is, one does not earn anything on the basis of his present talent and performance, then factors just the opposite of status have entered. A flagrant contradiction resides in the system.

A second incongruity, almost a corollary of the first, is the notion of promotion. From the four year institutions, the awarding of tenure and promotions through the ranks implies merit considerations. A judgement is made by peers as to who is more deserving? Who is to be given continuous appointment after a six year trial period? And who is to be advanced?

This procedure, however, is in direct contrast to what has been taken from the secondary school. Tenure is secured (hardly awarded) after two years, and it is almost automatic. There is a fixed salary matrix. There is no such thing as merit. Once more, the concepts of tenure and promotion are in direct contradiction to a fixed salary schedule.

A third pair of borrowed notions also lead to internal contradictions. Junior colleges say they are strictly teaching institutions. This stance they take from the secondary schools. When propounding that teaching is their job, they are saying that scholarly work is not required of them. You cannot punish me for failure to be a scholar. At the same time, they say to their board, we are a college. Therefore we should have sabbaticals, provisions for attending scholarly meetings, concepts which imply scholarly productivity and a contribution to knowledge.

Finally, although the list could be extended, the workload of the community college teacher is very much like that of his high school counterpart. The number of class hours is a fixed and determined amount, classes tend to meet more frequently and the like. On the other hand, from the four year institutions community college faculty introduce the notion of self governance, faculty participation--in short, professionalism, a concept implying that a man controls his own work environment. He, not the system, sets the conditions of his work.

As can be clearly seen, the one set of values--rank, merit, sabbaticals, scholarly productivity, professionalism, and control of the work environment are those which come from faculty who have been socialized in the university. These are the people you could hire with doctor of arts, doctor of education, or doctor of philosophy degrees. They are available. You could build your institution with them.

The other set of values--those of salary contingent upon number of hours of schooling and length of time on the job, teaching, fixed hours, and the like are those from the elementary and secondary school. There has never been, nor will there be, a shortage of master's degree holders who would be delighted to come and teach for you. You can choose from them if you wish.

But you cannot continue to live with the internal contradictions. A community college called me in a couple of months ago. The union had instituted academic rank. The board set quotas on the numbers in each rank, on budgetary considerations. There had been no promotions for two years since no agreement could be reached on the criteria for advancement. Things were getting tense. Then the issue arose, can failure to receive promotion be grievable? The faculty said "Yes." The administration answered "No." Crunch. Now they are in binding arbitration.

Collective negotiation and unionization are not the cause of the impasse that is grinding this institution to a halt, despite what many claim. We all have known unions that have merit recognition. The problem resides in the failure of both sides to recognize they have built themselves into a contradiction by taking diametrically conflicting value positions--academic titles and automatic promotion.

Where have you obtained your faculty from until now? You have taken from both sources. (And from business and industry for vocational programs. Space does not permit a development of this important group.) In the main, however, the high school has been the chief supplier, and for obvious and good reasons.

The universities have cared little for you. They sent all but their failures to places of their own kind. When you did hire a recent Ph.D., or ABD, not infrequently did you also buy a first rate headache. He wanted to raise admission standards, flunk out three-fourths of the student body, expand to a four year institution--almost every aim and practice contrary to your stated goals.

So you raided the high schools, with ease and success. You creamed off the best teachers. They have been good for you. I would venture a pretty safe bet that the majority of you have traveled that route. You are recognized successes. I sincerely congratulate you.

So why even consider changing a winning strategy? Well, for one reason, as has been demonstrated above, the environment is rapidly changing. Who will better be able to respond in tomorrow's different world?

First, of course, there is the prior question. Does it really matter if a junior college operates on the norms and values of the four year people or on those of the secondary school? Is there really a difference?

I would like to quickly point out to you that it does. One proof is a persuasive argument. The other comes directly from research.

Let me start with the latter. In a comparative study of two community colleges, Wallin has shown dramatically what happens to life in these institutions when one operates on a merit basis and the other does not. In his study, the number of faculty who reads journals, attend scholarly meetings, believe counseling with students is important, undertake advanced schooling, and participate in community service--all practices everyone would proclaim as desirable--are statistically significantly different in favor of the faculty of the college with the merit system. In fact, the only item on which the faculty in the non-merit school exceeded faculty in the merit system was in the number of them who engaged in other kinds of outside remunerative employment.

Now for the argument. A faculty that fails to grow and develop becomes fallow very fast. They lose contact with youth, with the world. They epitomize precisely what you do not want. Our high schools are in the dire troubles they are in right now because they have become populated with a faculty which stopped growing and developing.

Now my evidence does not prove that a faculty recruited from the high schools is incapable of continuous self renewal. Obviously it has not happened to you in this audience. On the other hand, the contribution to knowledge from junior college faculty has been very meager. It should produce and does in a few places. However, the absence is conspicuous and even includes nothing on teaching and learning, the sin qua non of your existence.

As I just indicated, it is not a clear case of good guy, bad guy. Rather, what is involved is a set of risks, of unequal probabilities. Who is the better for your college for tomorrow--a woman or man who has made a commitment to the junior college philosophy, has educated himself to teach in them, and who will conduct inquiry on their very heart--say, a person with a D.A.? Or a woman or man with a fine record of high school teaching and a terminal M.Ed.?

The decision that I would make, were I you, is now quite obvious. For once your college stops growing you have no chance. "Rigamortis" sets in very rapidly.

If you know better, then you have no excuse for selecting a faculty contrary to what you need.

You are the hope of higher education, for you can still expand. Don't fail now. The stakes are high.

As I said at the outset, human beings and society are both your raw material and your output. They are too precious to receive anything but the best.

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Priorities of Vocational and Technical Education

Presiding . . . . . James S. Spencer
Chancellor, Illinois Eastern Junior Colleges

Speaker . . . . . Sherwood Dees
Director, Division of Vocational and Technical Education

Reaction Panel:

William T. Gooch
Dean of Engineering and Technologies
College of DuPage

Clyde I. Washburn
Dean of Occupational Programs
Belleville Area College

John F. Grede
Vice-Chancellor
Career and Manpower Development
City Colleges of Chicago

Sherwood Dees:

I met last week in the USOE in Washington with the Commissioner of Education and the Assistant Commissioner of Education to discuss Vocational Education.

Priorities: We must have insight as to where we are going. We must be aware of the problems at the state and national level, and get reactions from people in the field.

Issues: Priority of career Education at Federal, State and local levels.

Training for the world of work is the most important part of education and it will become more important and apparent in the immediate future at all levels.

At the Federal level the House has recommended an increase in appropriations for Vocational Education to the tune of $50,000,000 and the Senate is expected to raise this appropriation.

In state government, our programs are receiving a high degree of priority because they are seen as a possible aide in combating the problems facing the state. In state government, welfare costs $1,000,000,000 a year. The increase in welfare costs is increasing at a faster rate than the increase in additional revenues. The national unemployment figure of 6.1 million is the second highest rate of unemployment in the last ten years. Vocational Education is seen as the only long range solution to the unemployment crisis. Greater support for training for the world of work then is growing.

Funding: At the Federal level we receive about 1/3 of that which is authorized. Last year, this year, and next year we are to receive $16,000,000 of General Revenue at the state level.

In 1965, there were 2,192 students for which we were reimbursed at the post secondary level. This year there are 60,000 students enrolled yet the funding level is similar to that of 1965. The same holds true for the funding at the secondary level. Funding, therefore, is the critical issue.

We have a definite need to develop new and emerging occupational programs to meet the needs of tomorrow. One of the most common criticisms of our program is that we have been training for occupations of the past. We must train for new and emerging fields, such as, health, personal and public service, and industrial oriented Ag and Business Education. We must also be aware of the retraining demands upon our institutions. The retraining average has been found to be nine times in a lifetime of our students. In short, we need to focus in on the real opportunities of the people and head our courses in that direction.

We must realize the need for coordination from kindergarten through adulthood. Programs in elementary schools are important to secondary schools. Success in secondary schools is essential to your programs success. One of the most important unresolved problems is the coordination of manpower training at all levels. By this, I mean, coordination of the total manpower training program. At present, more funds for manpower are received from other than educational sources.

Federal Developments: The President and Administration are interested in providing post secondary funds. The Quie Bill (Minn.) will provide funds for post secondary career training. Congress feels that the needs are in the post secondary level.

Some Problems: The greatest percentage of youth unemployment of about any country in the world is in the United States. It has been found that 30% of black men under 30 and 35% of black women under 30 are unemployed. Of the numbers who should be enrolled in these programs it is estimated 1 to 25 are in the programs, in the age bracket 16 through 25.

The Government feels that the Quie Bill will pass. But a conflict has arisen as to who will administer the funds. The Commissioner of Education feels that Higher Education should do this whereas, Congressmen feel that the Division of Vocational and Technical Education in the Office of Education would administer the funds. Congress feels so strongly that the latter should be the case that they want it stipulated in the bill as part of the legislation.

At the state level, we're to receive $16,000,000 of General Revenue which is the same as last year and this year. The question is how are we to divide the money into smaller pieces because of the increasing enrollment. The appropriation bill is to be heard on May 18 by full committee.

The basis for Board policy as to claims was set up on the Act of 1968 which was $7.50 per semester hour of state support. When the money came in there were 39 million in claims to be divided into 21 million of available funds. Therefore, priorities in funding have been a problem faced by the board. The policy this year is for 75-80% to go to post secondary and area vocational centers with comprehensive high schools receiving about 60%.

Another problem is that certain programs are very costly but are high in manpower priority; while others with low priority for manpower are also expensive. Because of this, every program will be defined in four categories of funding. -- high manpower priority, high differential cost, high priority for fundings --

costs relating to the laboratory costs. Some of these require 3 hours while others 1 or 2 hours.

1. Highest priority - above average level of funding - 100%
2. Above average priority - average level of funding - 60%
3. Average priority - low level of funding
4. Below average - no funding (these are areas where there is limited need for people)

Each course is to be assigned a classification as to the level of priority for funding. The Superintendent of Employment Security is to have his staff classify these courses according to manpower priority. People have brought this up in the past - the difference in the cost of programs. Business management and marketing have the highest enrollment, industrial oriented programs have second highest enrollment, while health occupations have the lowest enrollment yet the highest priority.

There needs to be developed better communications and understanding with post secondary people and institutions.

There has been a great deal of reorganization in the office due to the 1968 amendment. Post secondary is a priority under the Vocational Act. An advisory committee of deans has been proposed. There have been suggestions of all deans meeting as problems arise.

Along with funding as a vital issue, we must consider evaluation. Pilot studies of vocational evaluation have been done. Having all educational levels in one office in vocational education causes problems. As post secondary offerings expand and as influence increases, the department can work toward a closer relationship with the Division, Board, and your institution.

COMMENTS

William Gooch:

You all heard the problems of the state - lack of funds, cost of welfare, unemployment. Our goal should be to expand programs to meet the needs of people. We must go into the areas of health, public service, and retraining. Coordination must be the key word. Coordination between the elementary, secondary, and post secondary levels. The Quie bill assures us that Congress is aware of this.

Funding is to change according to new priorities as stated with four categories - highest, high, average, and low with associated levels of funding.

Asks our help and input to work out this level of priorities. Evaluation teams have been around.

Clyde Washburn:

I agree with the rating of programs to priority based on Manpower Report of the 70's, but we need to look at supportive levels of programs as well as vocational courses. I feel a core of supportive courses should have consideration in funding. Input from deans will provide some information but it should be on a more regular basis than just spring and fall.

John Grede:

I am disturbed though I felt this was coming. The possibility of support from state has kept this moving. I agree in principle that some program of priority is needed as a principle but am not sure that we have a good system for credit hour cost. The present $7.50 is only 15% of credit hour cost. The Occupational Education Development Programs have followed previously development plans. I am raising a question as to the value of data available for both cost and manpower data. A longer time than one year is needed for a program to decide on priority, possibly 4-5 years is needed.

There is a need for new programs in vocational education in Chicago. These will be offered if this plan is accepted. The competition with baccalaureate programs is great. We have moved into labor manpower funding but this is not dependable for long term programs.

Sherwood Dees:

People in labor are raising the questions. It sounds easy, but in practice difficult. It bothers me that state priority is to be established rather than community college priority which is contrary to our direction, but we have had no choice. It has been difficult to avoid this even this year. Some colleges do not have this high cost. The list is to be established on an annual basis. This is an effort on the part of state boards to make monies go in direction of manpower needs as seen by them.

James S. Spencer:

Thank you, Mr. Dees. We will now accept questions from the floor.

QUESTIONS

Q. Elaborate on evaluation procedures - concern for quality education.

How well are we doing -- prove it -- 100 graduates, 90 placed. Where were they working - 1-5 years? Did their wages make their training worthwhile?

There is unique team effort in our Approval and Evaluation Unit. Teams have visited schools made up of educators, representatives of business and industry, and students. They have been successful as a whole.

The teams are not the kind that sends ultimatums but offers suggestions. Dr. John Klit is heading this up. It will be of help in answering questions which taxpayers and others are asking. They will visit and advise programs.

I know you have concern about area secondary centers. Twenty-four area secondary centers for high school programs now exist. They are located near junior colleges and often complement each other. The government has proposed $10,000,000 for this for buildings through IBA. They are effective in vocational education and have greater economy than the usual comprehensive high school. There is some thought for junior colleges to conduct and administer these, but we don't think junior colleges should administer high school programs.

Q. Do you have a formal vehicle for interface between high school and junior colleges?

I have been invited to do this often but feel that it is a local problem. Some junior colleges offer basic courses and these are often pointed to as inappropriate for this level but these are in transition.

Q. Is there a chance that this new plan will increase the status of vocational programs? We are often step-children on the local level.

Success in meeting needs of the world of work is to be desired regardless of level. We are also step-children at the state level. Some people are finding out what the needs really are in the world of work. There is now a huge pool of unemployed with high educational degrees but this will get worse. These we are talking about are those areas you would be proud to have your son in. General education is for general unemployment.

Q. How will increased federal funds help Illinois?

It should help to keep up with demand due to increased enrollment. Five percent of this federal total is usually Illinois' share. Disadvantaged will be judged by the success of the programs. There must be increased support for those who need help the most - the disadvantaged and the handicapped.

Gooch:

I was on an evaluation visit recently. Funds were paid this school for disadvantaged. The school visited was hard pressed to explain how funds were used. If advisory committees were used, when did they meet and where are the minutes? As to followup studies, when, where and how are they done? Who wrote the state plan? Just one or were several involved?

Q. Occupational programs are sometimes in schools where administrators are interested in only minimums. Are the qualifications not to be insisted upon as to levels and amounts of training required?

Some plans were not approved. This was suggested as a way to cut costs. Some schools may submit a minimum plan. They may pass and receive funds for that year, but they will have one year to meet these requirements. If they do not meet them funds will be withheld.

Q. Will we be getting into more paper work with new criteria?

One college president stated this cost was $7,000 for preparing the state plan. This is really proof of the district's work in their occupat onal program. We are interested in getting rid of excess paper work, but this is planning for your institution.

Q. Manpower based planning seems impossible statewide.

North and South are different, therefore, a state plan for all wouldn't work because they are unlike. There is a defensive attitude on Vocational Education by local districts with seeming prime interest in baccalaureate education. The local district cannot consider the separate cost of programs within the institution.

I am reminded of the 70% analogy. A student who makes a C in English probably puts the commas in the right place 70% of the time, and a person who makes a C in history probably knows when the various wars were fought and by whom about 70% of the time. But when you are driving down an interstate highway at 75 mph and see an accident ahead of you, you would like to believe that the man who repaired your brakes does his job correctly more than 70% of the time. And if you are flat on your back in a hospital bed, you would like to believe that the gal wielding the needle didn't break the needle off in her patient's arm up to 30% of the time. This then would indicate a qualitative analysis of programs rather than a quantitative one.

Sherwood Dees:

There seems to be general support in the comments made. The priorities were not mine but of the realm in which we work. The state priorities may not be the same throughout the state. We have the need for institutional and individual qualifications. Not like the Ohio state system in which the results of exams to grade graduates are used to evaluate the institutions.

Q. Would the priority rating be of programs or courses?

Each course would be rated.

Q. Would the value of a course differ in different programs?

The State Board will put these into categories by a vote of say 4-5. Individuals look at values differently.

Q. Any improvement in communications is welcome. The general information forms from HEW arrived with little preparation, if we had gotten these earlier, answers could have been collected throughout the year.

Mr. Walter Bartz will coordinate the discussion of you people in this as to how we could improve communications. The State Board has both elected and appointed personnel. Difference of opinion does exist. Illinois is unique in the country. Forty-five states have state boards which are either all appointed or elected.

We have monthly reports on the progress of the rating system. People in offices, consultants, made the first effort on differential cost through the unit cost study. The state study of high school costs is impossible presently. Generally cost is 40% more for vocational courses. We need a good study to determine actual cost.

Q. Would the groups rating programs benefit from deans rating of courses in their programs?

Regional supervisors may need some help.

The State Board will have several advisory groups as this proceeds. A tentative list might be provided to advise you of progress of this program.

Funds are the question. The Federal and State ratios have been constant though the amount of funds have not kept pace with enrollment. 232,000 - 1969 to 1,360,000 - 1971. The expansion has been tremendous. Funds just are not there to go around. We should have more money.

When you consider the amounts of funds were relatively constant, funding simply hasn't kept up with the need for training for the world of work.

Recorder:
Robert I. Gregg
Dean of Technology
Southeastern Illinois College

The Structure and Role of the Health Education Commission

Presiding . . . . . Richard J. Schimmel
Assistant Director - Fiscal Management Area
Illinois Board of Higher Education

Speaker: W. Randolph Tucker, M.D.
Acting Executive Director
Health Education Commission

A brief informal presentation was made by Dr. W. Randolph Tucker, Acting Executive Director of the Health Education Commission. Dr. Tucker explained that the commission was formed as a coordinating body to attempt to take an overall look at what was going on in the health fields, in manpower production and needs in production capacities of allied health personnel. He explained this included all areas of bio-medical engineering, medical technology, veterinary medicine, technicians, physicians, nursing, dentists, etc.

The commission is charged with reviewing all programs in the health fields that receive State funds. This includes private schools.

A discussion of the basic needs for health care personnel in different locales took place. The commission functions to look at these programs through their expert advisory committees.

These committees are composed of educators, health professionals, as well as experts in the particular health area.

The commission, at this time, does not have the amount of monies that will come from the public sector. The state legislature is a source of funds and the health commission does not have control over these funds.

The commission is willing to work with junior colleges on new programs that are to be developed in the health areas, but does not want to interfere with internal curriculum or management. They will assist in making arrangements with affiliating agencies and help in the development in terms of the manpower needs.

The following is a brief summary of the major items discussed at the meeting:

1. There is a need for community colleges and other educational institutions to evaluate local needs and determine what allied health fields the local employment market can support. Some local employment markets will be super-saturated with certain health personnel.

2. One of the most critical needs of the State of Illinois is the preparation of Teachers for the allied health areas.

3. The Health Careers Council of Illinois is working in conjunction with the Health Education Commission of the Illinois Board of Higher Education on the development of an ongoing allied health education information system. To implement this system, it is necessary to obtain data which will be used to base predictions of further need for health employees and health education programs. It is the express purpose of this undertaking to develop a system

for the regular reporting of information concerning all allied health education institutions, and to provide documentation to the legislature of the need for increased State funding of health education programs.

4. A significant amount of occupational counseling takes place in community colleges, but regardless of counseling, some students may choose a particular program because it is available locally.

Recorder:
Mary Ann Santucci, Chairman
Department of Nursing
College of DuPage

* * * *

What is a Certificate?

Presiding . . . . . John Forbes
Associate Secretary, Illinois Junior College Board

Discussion Leader . . . . . Maynard Boudreau
Dean of Evening and Summer School, Joliet Junior College

After general introductory remarks, Mr. Boudreau guided the discussion to the subject at hand and turned the meeting over to Dr. Forbes.

Printed materials were distributed as follows:

1. Tentative Model for Discussing Units of Instruction in the Public Community College (attached).

2. Form IJCB-15, October 26, 1970 (attached).

Dr. Forbes reported that, in response to feelings expressed in earlier meetings of continuing education people from the junior colleges, a proposal had been submitted to the board suggesting that the continuing education concept included much more than "courses" per se. Further, he reported that it has received unanimous approval by the board with respect to expanding the reimbursable aspects of continuing education.

Dr. Forbes reported that the Higher Board also took an interest in the matter, and as a result, the two board staffs working together have developed a tentative model as yet not seen by either board.

This model proved to be the real meat of the session, and most of the remaining time was devoted to discussion of its features and implications for the junior colleges of Illinois. Particular emphasis was placed on the following:

1. the model provides for legally sound basis for reimbursement procedures

2. it is based upon a broadened and clarified definition of the "Unit of Instruction"

3. It provides for three levels of certification, the last being the Associate Degree.

4. It provides streamlining and simplification of course and program approvals, the first level of certification and its courses constituting a Unit of Instruction. Additions and changes to the courses and programs constituting this level could be approved at IJCB level--IJCB staff, that is--and a 24-hour turn-around of applications from the colleges can be anticipated.

5. It provides for facilitation of the clustering of courses into programs.

6. It emphasizes the granting of credit (toward a certificate) for adult education courses.

7. It envisions possible award of credit to adults for significant and applicable life experiences.

Dr. Forbes summarized the tentative model as an effort by the board and its staff to exercise control over a number of things to enable the colleges to realize a great deal more freedom in a lot of other things.

Other matters discussed were:

1. Poor inter-agency communications at state level have resulted in considerable duplication of efforts in adult education with attendant cost escalation. The four agencies principally involved are the IJCB, the IBHE, the OSPI, and Vo-Tech. All four agencies have been asked to back a study to remedy the situation.

2. Machinery is being set up to permit guidelines, etc., originated by IJCB to be sent out to the schools for reaction; then back for revisions, etc., in an effort to improve understanding and cooperation.

3. Questions raised:

   a. How much non-credit work can be "imposed" upon an adult student?

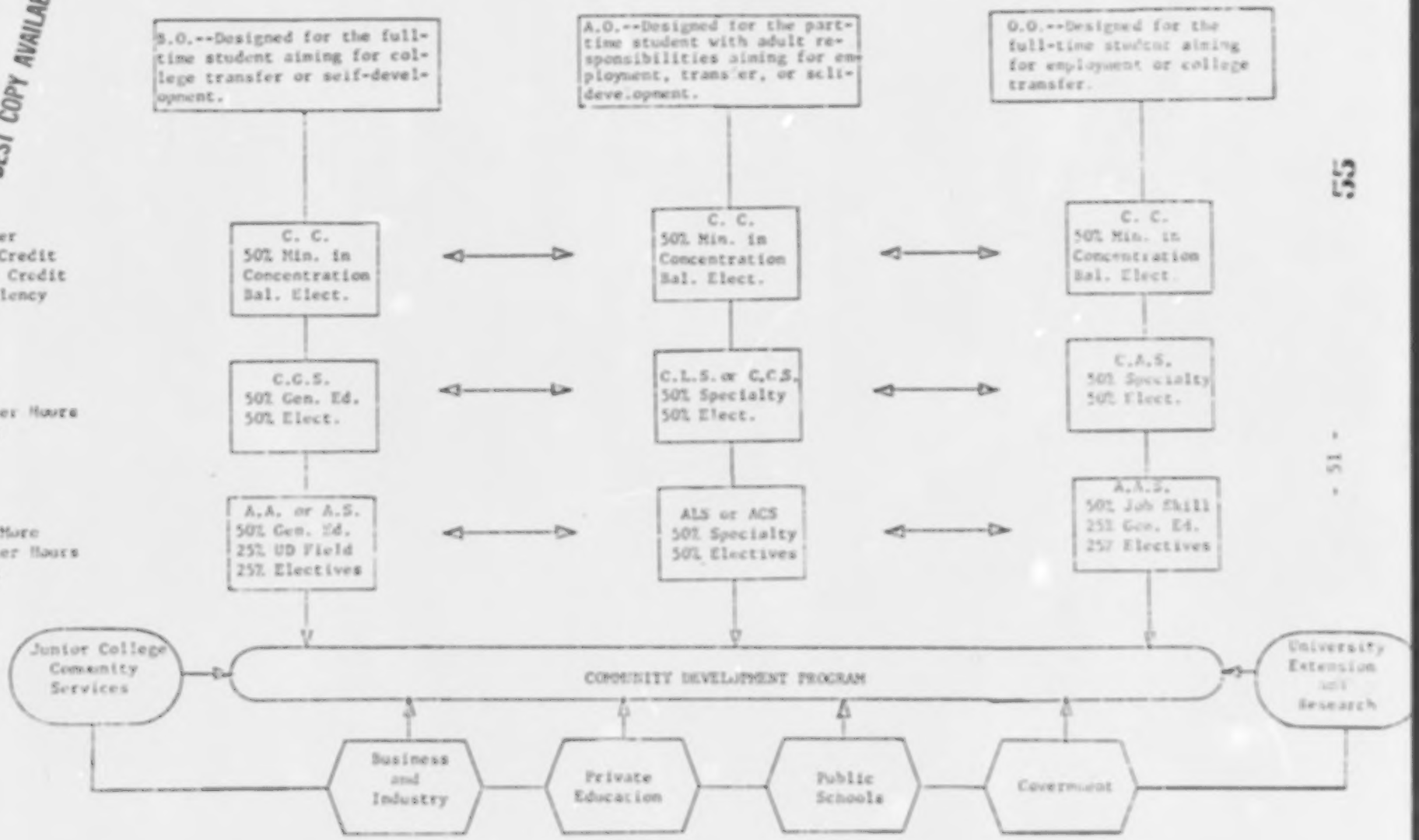
   b. What can be done about courses currently deemed to be non-reimbursable? These would include the so-called hobby courses. (A matter of definitions?)

   c. What about the chaotic or near chaotic state of definition of terms in the State of Illinois?

Recorder:
James R. McGhee
Dean of Adult Education and
Community Services
Rend Lake College

BEST COPY AVAILABLE

TENTATIVE MODEL FOR DISCUSSING UNITS OF INSTRUCTION IN THE PUBLIC COMMUNITY COLLEGE


B.O.--Designed for the full-time student aiming for college transfer or self-development.
A.O.--Designed for the part-time student with adult responsibilities aiming for employment, transfer, or self-development.
O.O.--Designed for the full-time student aiming for employment or college transfer.
1-30 Semester Hours Credit and/or Credit Equivalency
30-60 Semester Hours Credit
60 or More Semester Hours Credit
C. C. 50% Min. in Concentration Bal. Elect.
C. C. 50% Min. in Concentration Bal. Elect.
C. C. 50% Min. in Concentration Bal. Elect.
C.G.S. 50% Gen. Ed. 50% Elect.
C.L.S. or C.C.S. 50% Specialty 50% Elect.
C.A.S. 50% Specialty 50% Elect.
A.A. or A.S. 50% Gen. Ed. 25% UD Field 25% Electives
ALS or ACS 50% Specialty 50% Electives
A.A.S. 50% Job Skill 25% Gen. Ed. 25% Electives
Junior College Community Services
COMMUNITY DEVELOPMENT PROGRAM
University Extension and Research
Business and Industry
Private Education
Public Schools
Government

NOTE: See Attached Sheet for Directions and Explanation of Column Headings

ILLINOIS JUNIOR COLLEGE BOARD
544 Iles Park Place, Springfield, Illinois 62706

Tentative IJCB-15
October 26, 1970

BEST COPY AVAILABLE

APPLICATION FOR APPROVAL OF COURSES WHICH ARE AN EXTENSION OF PREVIOUSLY APPROVED UNITS OF INSTRUCTION

Name of College (as used for entire district)_____ District No._____

Name of College Campus (if different from above)_____ Campus No._____

Indicate the credit hour system used by the college: Quarter Hours_____; Semester Hours_____

Indicate curricular area for this application:
Baccalaureate Oriented___; General Studies___; Occupational Oriented___; Adult Oriented___

Approval of the new course(s) listed below which is an extension of a previously approved unit of instruction is requested.

Course Prefix	Course Number	Discipline Code	Course Name	Type Of Credit	Credit Hour Value	Lecture Hours Per Wk.	Lab. Hours Per Wk.	Degree, Certificate Or Both	IJCB Action	Date of Action

I hereby certify that the new course(s) listed above is (are) an extension of a previously approved unit(s) of instruction.

Date_____ Signed_____
Chief Administrative Officer of District

Code of IJCB Action: 1 = Course approved to be offered and eligible for State Apportionment; 2 = Course approved to be offered but not eligible for State apportionment; 3 = College denied authorization to offer course irrespective of funding because it is not an extension of a previously approved unit of instruction under Section 2-3 of the Illinois Public Junior College Act.

DIRECTIONS FOR COMPLETING FORM AND EXPLANATION OF COLUMN HEADINGS

DIRECTIONS:

1. Use a separate application form for each curricular area as listed.

2. Attach a sheet(s) showing course description information for each course listed. Use the same style and show the same components of information that are to be used in the "course description" section of your college catalogue. Identify as "Attachment A".

3. If additional space is needed to list courses, attach an extra sheet(s).

4. If any course(s) included in this application has a "Prefix" or "Discipline Code" which is new to your college, attach an extra sheet listing each such course and show the "Curriculum" or "Program" for which it is an extension. Identify as "Attachment B".

5. If this application is for a "Baccalaureate Oriented" course(s), also submit information to substantiate the transferability of each course. Identify as "Attachment C".

EXPLANATION OF COLUMN HEADINGS:

1. Course Prefix: Indicate, using a maximum of five (5) spaces, the subject area (or other means of identification used by your institution) which precedes the course number.

2. Course Number: The course number used to identify the course within a subject area, i.e. English 101, Math 101, etc. Use a maximum of four (4) spaces for the course number.

3. Discipline Code: The code identity as used for the unit cost study.

4. Course Name: The descriptive title for the course.

5. Type of Credit: Credit, Credit Equivalency or Non-Apportionment - show "C", "E", or "N".

6. Credit Hour Value: The number of hours credit or credit equivalency assigned to the course. If the course is offered for variable credit, show minimum and maximum number of credit hours, i.e. 2-5, 1-3, etc.

7. Lecture Hours Per Week: The number of hours per week the course will meet for lecture, discussion, etc. when offered for a regular length term.

8. Laboratory Hours Per Week: The number of hours per week the course will meet for laboratory, clinical, shop or similar activities when offered for a regular length term.

9. Degree, Certificate or Both. Indicate whether credit for the course is countable toward any associate degree, certificate or both - show "D", "C", or "B".

10. & 11. "IJCB Action" and "Date of Action": Leave blank.

Faculty Accountability Through Self-Appraisal

Chairman . . . . . Kenneth E. Shibata
Dean of Instruction, Waubonsee Community College

Resource Person . . . . . Donald Swank
Dean of Instruction, Parkland College

Chairman Kenneth E. Shibata, Dean of Instruction at Waubonsee Community College, introduced the subject for discussion and asked participants to describe what is happening in the junior college classrooms now. He indicated that one method of self assessment is to employ a theoretical base such as Bloom's taxonomy. Video-tape can provide immediate feedback and if areas are identified which need strengthening, alternatives can then be suggested.

Donald Swank, Dean of Instruction, Parkland College, served as a resource person for the forum and observed that all teachers informally appraise their own teaching. He suggested that it needs to be done more often on a formal basis. Dean Swank expressed concern that too little evaluation is done in relation to objectives. He emphasized that if we don't evaluate ourselves, someone else is going to.

One of the participants outlined the method of self assessment used at her college which begins with each professional (instructors, deans, and president) enumerating his own strengths and weaknesses. These are unveiled during an initial evaluation and sharing session with the person's supervisor. The instructor is responsible for helping develop a plan to correct his shortcomings. Video-tape is frequently used in the process.

Others expressed confidence in asking students to evaluate their instruction as another method of assessment.

Another participant described a procedure which relied heavily on the use of video-tape. According to this method, the instructor taped his own class and only he viewed it. His only obligation was to present a tape to his supervisor prior to the end of the year. Theoretically, the instructor could tape his instruction innumerable times until he was completely happy with a period of instruction which he was then ready to share with his supervisor.

Still another person proposed that the audio-tutorial system provided a "built-in" mechanism for self evaluation. Extensive planning and exchange with other instructors encourages self assessment. Since audio-tutorial instruction conceivably assembles an audience of the whole student body and the teaching faculty, considerable feedback and assessment are virtually insured.

A great deal of discussion centered around the questions of to whom are faculty accountable and for what are they accountable. No consensus was reached.

On at least one point, participants were in agreement. Self assessment is only part of an effective evaluation procedure since it can be anticipated that at least ten percent of a faculty will not voluntarily participate in self evaluation. Significantly, it may well be this ten percent who need most to be evaluated.

Recorder:
William M. Anderson
Dean of Instruction
John A. Logan College

Experimental Concepts in Education

Chairman . . . . . John H. Anthony
Vice President - Instruction, College of DuPage

Resource Person . . . . . Urban A. Thobe
Chairman, Division of Humanities and Fine Arts
William Rainey Harper College

1. College of DuPage

In the Alpha One project, student designed objectives became the basis of the learning experience. Instructors serve as resources for these experiences. An attempt has been made to make this a "non-disciplinary" program. Peer faculty acceptance of these innovations have been identified as a problem relating to the experiment. The Alpha One experiment is also an organizational experiment in that an attempt has been made to eliminate departments, divisions, etc.

2. Kankakee Community College

Behavioral objectives for courses, as well as units, are being prepared by instructors. These are given to students at the start of the term.

3. Illinois Central College

Four hundred freshmen students are studying Rhetoric on a contractual basis. At the beginning of the course, students contract for nine units. The student may complete the contract in a few weeks if he wishes. Grades are A, B, C.

4. Moraine Valley Community College

Establishing performance contracting in foreign language. Experimental grading procedures also being tried to eliminate negative reinforcement.

5. Oakton Community College

A. Considering performance objectives and calendar innovations to enable a student to register for a course upon completing another.

B. In one new advanced course, grading is on the scale of A, B, C, D, X --- "X" means not completed. "D" is not a punitive grade. "X" is not converted into a failing grade for transfer. It does not appear on transcripts sent out but does appear on internal records (advantage of computer operation).

6. Kaskaskia College

A course in Advanced Office Relations is taught via a seminar approach. Groups of 3-4 students make recommendations of course content. Panels, forums, and debates are methods used. Traditional textbooks and exams are not used. Evaluation is from participation in class and performance.

7. Morton College

Has experimented with open labs in selected sciences. Minimal student use has been judged a problem.

8. State Community College of East St. Louis

A. A student may drop a course up to the last day of instruction if he feels he is not passing a course.

B. Graduates continue their studies both within and without this state. At several major universities, a counselor goes along with the students.

C. Much of East St. Louis will be razed and rebuilt using SCC students and the college.

9. Spoon River College

A. The new Associate Degree in Liberal Studies primarily is an independent study degree for adults. Students meet for two on-campus seminars for evaluation purposes.

B. The Student Volunteer Corps performs vital community services and earns credit in Sociology Lab. The Spoon River College program is student managed. Student performance is also evaluated by students.

Significant Remarks:

1. Dr. John Anthony:

We usually think that "experimental" is synonymous with a greater degree of freedom. There can be a greater degree of structure; however we have found that students and faculty often cannot handle the greater freedom.

What is experimental? Is it just a deviation from tradition or norms?

Faculties always want to evaluate experimental programs but not themselves.

There is a good deal of conflict with the humanists on the use of performance objectives (technologically-oriented).

2. Dr. Louis Godlove:

Students at State Community College seem to agree with the position that the disadvantaged and underprivileged have difficulty with experimental programs. Our leading subject is Anthropology. Our students tend away from Vo-Tech programs and toward college transfer. The students seem to prefer autocratic rather than democratic situations. They seem to equate unstructured situations with permissiveness.

3. Dr. Al Dole:

At Central YMCA foreign students prefer a highly structured program.

4. Frieda Simon (Elgin):

It seems to me that experimentation should be encouraged, funding should be provided, and evaluation should be a logical conclusion.

5. Oakton Representative:

We have found conflicting results between our market research and what students want.

Resolutions approved by forum participants:

1. Funding for experimental programs should be flexible and not as rigid as with traditional programs.

2. Colleges having experimental programs should share their experiences with others (even if via a one-page report).

Recorder:
Robert S. Smolich
Dean of Academic Affairs
Spoon River College

Organization of Faculty for Instruction

Chairman . . . . . F. William Kelley, Jr.
Academic Dean, Carl Sandburg College

Resource Person:
Robert E. Turner, President
Moraine Valley Community College

In order to establish a base for discussion of the topic, Dr. Turner reviewed the Moraine Valley organization and made the following comments:

1. Moraine Valley's instruction is organized into four major areas headed by an Associate Dean of Instructional Programs and the other three comprising almost identical subdivisions headed by associate deans. Communication between disciplines is enhanced through this arrangement and, in fact, friendly competition exists.

2. Approximately twelve of the persons in leadership roles in instruction are 12-month personnel.

3. A former position of "Staff Assistant" in each subdivision has been eliminated through the assignment of tasks, on a volunteer basis where possible, to instructors in the subdivision. For example, various instructors would be responsible for developing syllabi, ordering supplies and equipment, obtaining textbook requisitions, etc. Such responsibility results in improved concepts of administrative problems. No released time is involved.

4. The Associate Dean of Instruction heads a division comprised of five directors and a number of program coordinators with personnel in this area charged with the responsibility of development and evaluation of programs. A major responsibility is the development of behavioral objectives which are then transmitted to the three subdivisions for implementation.

5. Moraine Valley holds the philosophy that traditional departmentalization encourages empire building and results in unnecessary separation of disciplines. Its philosophy includes no physical or philosophical separation between disciplines.

6. Through an analysis of the tasks that would need to be performed by a department chairman, Moraine Valley was able to develop the task list referred to in 3. Under this arrangement, someone is designated "task leader." In addition to getting many instructors involved, the approach provides an excellent in-service activity.

A number of areas related in some degree to the discussion topic were covered:

Evaluation of Instruction

The faculty at Moraine Valley voted to operate without a tenure policy. An elaborate evaluation system exists, however, and includes (a) peer; (b) administrative; (c) self; (d) student--course; (e) student--teacher. Following are specific items mentioned:

1. Evaluation involves one step above and one step below. For example, the Associate Dean of Instructional Programs would be evaluated by the Dean of Instruction (above) and Directors (below). Evaluations of those below go directly to the Dean of Instruction who summarizes them and discusses the summary with the person being evaluated.

2. Moraine Valley had a merit plan based upon the results of the evaluative process but this has been tentatively suspended pending re-evaluation.

3. Student evaluation comprises about 50% of the total assessment of the instructor with other units comprising the other 50%. Student evaluations include responses from each of the faculty member's classes with the sheets going directly to the Associate Dean heading the division where results are tabulated and discussed with the instructors. The only problem occurring thus far are student complaints relative to the numbers of forms they must complete.

4. Four expectation levels exist, with the minimum level set at about 70%. (Average is not good enough.) Persons performing below are informed of their weaknesses and if not corrected they are not rehired.

5. Although the college has no formal way of contacting persons who drop out of a single class, it was felt that this avenue was worthy of pursuit as an additional evaluation unit.

Committees

Moraine Valley has yet to have its first faculty meeting. When a meeting is required it is for the total staff, professional and classified.

Interviewing

A faculty member plus students sit in on interviews of new faculty applicants.

A discussion took place relative to the organization at another college which included:

1. A blend of Voc-Tech instructors with transfer instructors.

2. A division chairmen approach with a two-year tenure provision. Division chairmen are selected through a process by which the administration selects two or three candidates and the faculty selects one of these.

3. The organization includes a Dean of Instruction, two Associate Deans (one occupational, one instructional), and Division Chairmen who report to both Deans. The faculty itself in this arrangement would prefer departmental heads.

The meeting ended with no specific recommendations or conclusions reached.

Recorder:
Vernon A. Magnesen
Dean of School of Career Education
Triton College

Multiple-Option Curricula

Chairman . . . . . Hymen M. Chausow
Vice Chancellor, Faculty and Instruction
City Colleges of Chicago

Resource Person: Salvatore Rotella
Vice President-Loop College
City Colleges of Chicago
Public Services Institute

Chausow introduced the concept of Multiple-Option Curricula. He noted that vocational uncertainty characteristic of a majority of the junior college students made the development of Multiple-Option Curricula imperative. Chausow's model Multiple-Option Curricula included three levels, namely, general education, a program core, and specialization.

Rotella cited the public services program offered by the City Colleges of Chicago as an example of a viable Multiple-Option Curricula. The public services curricula includes all programs geared to serving governmental agencies. Rotella emphasized the need to develop occupational clusters, e.g., criminal justice may include the following options: law enforcement, corrections, probation, parole, etc. Multiple-Option Curricula enable students to complete the general education requirements, the basic core, and then select an area of specialization. Rotella explained that clusters are career oriented rather than discipline oriented. One of the most salient features of Multiple-Option Curricula is the degree of flexibility it affords students. Considerable discussion ensued re general education requirements, transferability, etc.

Chausow said there was a critical need to develop Multiple-Option Curricula in the field of health. Participants generally agreed there was a need to develop career lattices.

Discussion concluded with the suggestions that junior colleges investigate the institutional desirability of organizing along broad career fields.

Recorder:
Alfred Wisgoski
Administrative Dean
Illinois Valley Community College

ACT Statewide Study

Chairman . . . . . Richard L. Fox
Associate Secretary, Illinois Junior College Board

Presentor: Warren Willis
ACT State Director
for Illinois

Illinois Public Junior College Student Characteristics Study

In April of 1970 a meeting of junior college researchers was called by the Illinois Junior College Board staff to discuss the possible research potential of determining the composite description of student characteristics.

The purposes of the study are defined as follows:

1. To describe the student characteristics of all students in the Illinois Junior College System who submitted and ACT record and who ultimately enrolled in the fall semester, 1970.

2. To describe the student characteristics of those students who submitted an ACT record to one of the Illinois public junior colleges, but who did not enroll in the fall semester, 1970.

3. To describe the student characteristics of those students who submitted an ACT record and who enrolled in a program designated as transfer (baccalaureate oriented).

4. To describe the student characteristics of students who submitted an ACT record and who enrolled in a program designated as vocational-technical.

5. To establish base-line student characteristic data which will allow for either system-wide or individual college longitudinal studies.

6. To establish a data bank that would facilitate system-wide and/or individual college evaluation of stated purposes and goals.

A proposal based on the defined purposes was submitted by the American College Testing Program in August of 1970 to the Executive Secretary of the Illinois Junior College Board. This proposal was subsequently approved by the Council of Presidents and the Illinois Junior College Board. The results of the adopted proposal which provides data of both individual college populations as well as system-wide composites have now been completed and disseminated to the Illinois Junior College Board and each participating college.

Specifically the population was composed of 16,203 students enrolled in a transfer program and 9,577 students enrolled in a vocational-technical program in September, 1970. The composite population was composed of 25,306 enrolled students. This represents 42% of the total number of first time enrolled students for fall,

1970. It should be noted that the deficiencies in size of the population are a result of collecting the data at two different times and possibly explained by students dropping out of school between the time of sampling the transfer--vocational-technical population and sampling the enrolled population.

When interpreting these data, it should be kept in mind that the ACT sub-test and composite score does not attempt to measure or reflect "innate intelligence". It would, therefore, be a misinterpretation of these data to infer that differences in test scores between groups of students indicate that the members of the group which scored higher are "innately more intelligent than the other group". The high school grades reported are self-reported grades collected at the time the student wrote the ACT examination. Several studies (Davidson, 1964) document that self-reported high school grades are, in fact, reliable, and contribute as much in a prediction equation as actual high school rank. As always, significant decisions affecting an individual's life should not be made on the basis of a single test score or high school grades. A further limitation of the study is brought about by the lack of complete open-endedness in the student's answering the questions pertaining to non-classroom experiences.

A preliminary investigation of the System Composites suggests some interesting points that should encourage members of the junior college community. For example, the widely held notion that students view junior colleges as "safety-value" choices - that they prefer the senior institution - appears to be challenged by the data. The rank order of college choice as indicated by the three referrals made by the student at the time of testing reveals only one senior institution in the top fifteen. A second point that would appear to support the role of the comprehensive community college is that 31% of students enrolled in a vocational-technical curriculum indicated that the single most important factor in their making a college choice was the availability of a special curriculum.

The data from the student characteristics study are being communicated in several ways. A presentation will be made to the Illinois Junior College Board at its May 7 meeting and to the Council of Presidents. A research seminar to discuss the system-wide and individual college uses of the data will be part of the May meeting in Peoria. A general news release has been prepared. A written detailed analysis is being prepared and will be available in June. Information regarding the retrieval of these data for local campus, regional, or continuing longitudinal studies is being prepared.

It should be emphasized that one or more educational researcher(s) on each campus has evidenced a high degree of professionalism by cooperating in a joint effort to provide data that now allows the Illinois junior college data bank to represent one of the largest and most complete in the United States.

In addition to the dissemination described above, an individual college may call upon Dr. Richard L. Fox and Mr. Donald Mortvedt, Associate Secretaries for the Illinois Junior College Board and Warren Willis, Assistant Regional Director, ACT for consultative services.

Recorder:

James M. Hooper
Director of Student Personnel Services
Kaskaskia College

Banquet and General Session

Presiding . . . . . Frank F. Fowle
Chairman, Illinois Junior College Board

Entertainment . . . . . Triton College and Rend Lake College

Speaker . . . . . James B. Holderman
Executive Director, Illinois Board of Higher Education

I appreciate the opportunity to meet with you this evening and discuss topics and answer questions, hopefully of mutual interest.

I am here, fresh, if that is a good descriptive term, from the adoption of MPIII -- a document which opens a new arena for Illinois higher education and has considerable meaning for the community colleges in particular.

Master planning is one of the major and a continuous responsibility of the Board of Higher Education.

MPI - adopted in 1964 called for the development of the community college system.

MPII - adopted in 1966 had major recommendations which called for lower division enrollment ceilings at senior institutions. An acknowledgment of the growing partnership of the community colleges in the state system and a first real step toward an integrated system.

Now with more than half of the freshmen and sophomores enrolled in public institutions in our community colleges, the Board has taken another major step toward further integrating the system, by acknowledging the vital role of private institutions and through the definition of scope and mission of the publics.

Master Plan III by attempting to deal with the stark realities facing higher education was not a popular document; however, the processes of dialogue and deliberation have resulted in a document accepted by the institutions.

The process included:

Public hearings held throughout the State.

Advisory committee meetings, including discussion with students, faculty, non-public presidents, citizens, Junior College Council of Presidents, etc.

A response from each of the five systems.

The issuance of a second draft which attempted to speak, at least in part, to many of the concerns raised.

Finally, a two day Board meeting at which additional modifications were made to strengthen and help guarantee the success of the plan in its implementation.

All of this resulted in a much improved document. Significant in that it had input from and responds to many of the recommendations of the institutions both public and private.

Also significant is that with the exception of one vote of more than 90 that were taken, all were unanimous and that includes the votes of the system representatives on the Board.

Such support assures the success of the central philosophy of the plan and clearly provides the framework for broad cooperation from all constituencies which is critically important to the implementation of the plan.

Let me tell you what I believe the plan does and relate it where I can to the interests this audience most keenly share.

It has been called a pacesetter among the fifty states. It seeks to broaden educational opportunities for students of all interests and ages. Some of the principal recommendations include:

1. The establishment of a task force to develop recommendations for an integrated system of higher education, one statewide network, calling upon and utilizing to the fullest extent possible the resources of public and private colleges and universities.

2. The establishment of a task force to develop recommendations for a collegiate common market to facilitate the sharing among institutions of programs, facilities, and staff, with maximum ease of transferability throughout the system. Ideally 120 colleges and universities will be open to a student.

3. Designate seven public universities to serve as the locus of development of Ph.D. programs throughout the State system.

4. Determine the mission of the several institutions which would:

   A. Preserve diversity to meet diverse needs.

   B. Provide new emphasis for teaching, public service and continuous education.

   C. Define the particular planning guidelines for the campuses.

5. Establish enrollment planning maximums for all public colleges and universities.

6. Develop and implement a statewide library network.

7. Develop and implement a statewide computer network.

8. Restrict development of new graduate programs, concentrate on using current programs, and require clear evidence of need before additional new programs are approved.

9. Critically examine current graduate programs that contribute to oversupply and advise governing boards of findings.

10. Initiate the review of existing graduate programs to ascertain priority and maintain quality.

11. Institute a careful reexamination of teacher preparation and freeze current enrollments pending results of the study.

12. Encourage the development of programs in the humanities and arts that will deal with the quality of life.

13. Encourage the development of specialized centers for innovation, experimentation, and research in the arts, communications, and humanities. These centers will be organized on a regional basis and will include public and private junior and senior colleges and universities.

14. Approve and support programs in which the universities and colleges of Illinois become cultural centers for the creative arts, thereby serving not only the institutional community but the broader community as well.

15. Encourage the development of programs in the social sciences with heavy emphasis on problem solving; create a social problems institute.

16. Establish a science research foundation to support appropriate research.

17. Look for new delivery systems such as the University with Walls.

18. Concentrate on new programs of continuing education that will provide new educational opportunities and experiences to those for whom education was previously unavailable by virtue of age, geographic area, or economic or social disadvantage. Continuing education programs should offer:

A. Promotion of professional or career advancement;

B. The pursuit of life-long interests, to a deeper and more comprehensive extent;

C. Assistance to adult citizens in coping with the unparalleled knowledge explosion;

D. Advancement of minority groups through educational opportunity and exposure;

E. A catalyst for necessary dialogue among people as groups and as individuals.

19. In the area of public administration education, public and private junior and senior institutions should develop cooperative programs of instruction and reasonable similarity of curricula, should share faculty, and should facilitate the ready transfer of credits from one public administration program to another. Further, senior institutions should contribute to public service education by supplementing their regular curricula and their career counseling programs with summer and evening

classes and by cooperating with each other in the development and execution of special degree and non-degree oriented programs that focus on public service.

20. Emphasize the use of intern and work-study programs.

21. Undertake a major study, under the auspices of the Illinois State Scholarship Commission and the Board of Higher Education, of the possibilities of direct aid to graduate and professional students.

22. Implement the Doctor of Arts program at selected universities for the training of community college teachers. D.A. degrees should include:

A. Development of problem-solving ability

B. Applied work or internship experience

C. Methods of effective communication and interpretation of information.

D. Understanding of and ability to utilize education technology.

23. In business education colleges and universities should cooperate with one another and in consort with local communities in developing educational resource centers for business under the cluster concept, offering programs for credit and non-credit continuing education courses, workshops, seminars, and demonstration courses.

24. In the area of social justice programs, approve and support continuing education programs for all in-service personnel and provide new educational opportunities for experienced persons preparing to enter some phase of social justice work. This should be a major emphasis in those community colleges and universities where such related programs are offered.

A. Community colleges and other institutions should offer programs in the correctional institutions and agencies.

B. Such programs should include study and work-release programs conducted on-site in prisons, youth camps, and other types of correctional facility.

25. Also in the social justice area approve and support new programs at community colleges and universities in such areas as parole and probation, management and administration of correctional facilities, and the training of court-support personnel.

These are the basic principles of the plan which relate to the community college. The plan will require substantial effort but it is the path, clearly, to some new and unexplored horizons--some new responses.

The times demand a new response by higher education.

Our critics are sharp in their attacks on our perceived indifference to the world.

The charge that we have been an eliteist empire must be refuted by our deeds.

Our resources are clearly limited--the growth of the sixties may only be matched by the fiscal difficulties of the seventies. Some new deliveries are demanded.

As the most innovative education experience of the twentieth century, to date, the community college can help lead the way.

I look forward to the months and years ahead as we undertake these tasks together.

Presentation: Student Achievement Recognition
Program Award Winners

Virginia H. Seemann - Chicago
Continental Bank

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SATURDAY, MAY 8

GENERAL SESSION

Topic: "Junior College Legislation"

Moderator . . . . . Fred L. Wellman
Executive Secretary, Illinois Junior College Board

Panel:
State Legislators and Junior College Officials

The session on junior college legislation was moderated by Dr. Fred L. Wellman, Executive Secretary of the Illinois Junior College Board. Members of the panel in additon to the chairman and recorder were: Dr. Allen Baker, Trustee, Rend Lake College and member of the Legislative Committee for the Illinois Community College Trustees Association; Mr. James Bronan, Coordinator, Governmental Affairs, City Colleges of Chicago; Mr. Rey W. Brune, Member, Illinois Junior College Board; Mr. Albert Imle, Legislative Consultant, Illinois Community College Trustees Association; Dr. Nathan A. Ivey, President, John A. Logan College and member of Legislative Committee of the Council of Presidents; Mr. Virgil H. Judge, President, Lake Land College and member of the Legislative Committee of the Council of Presidents; Mr. Robert Maher, Legislative Consultant, Illinois Community College Trustees Association; Dr. Edward J. Sabol, President, Sauk Valley College and member of the Legislative Committee of the Council of Presidents; Dr. Robert E. Turner, President, Moraine Valley Community College and Chairman of the legislative Committee of the Council of Presidents; and Miss Jeanne P. Marion, Chairman of the legislative Committee of the Faculty Division, Illinois Association of Community and Junior Colleges. Mr. L. Everett Belote, Associate Secretary of the Illinois Junior College Board served as recorder for the session.

Factors affecting junior college and higher education legislation in the current session which were enumerated included: the recent constitutional convention and adoption of the new constitution, control of the Senate by Democrats, Bureau of the Budget interplay with other governmental agencies with respect to considerations for money by the legislature, the current economic downturn, the contest for leadership in the House, the illness of Senator Arrington, cycles of social emphasis, limited tax fund resources, and the emphasis on the part of legislators to implement home rule as called for in the new constitution. It was also pointed out that historically a new governor has proposed new taxes during the first session of his term and has not desired to increase taxes during the remainder of the term. Other factors contributing to these "interesting times" include a Republican Governor with a Democratic Lieutenant Governor and a Republican House with a Democratic Senate.

The discussion included a review of the current status of the following bills:

Bill Number And Sponsor	Major Topic
SB-220 Knuepfer	Allows board to operate businesses as part of vocational programs.
SB-553 Groen	Changes in State Universities Retirement System.
SB-574 Groen	Changes in State Universities Retirement System.
SB-588 Bruce	Allows boards to purchase insurance for dependents of officers and employees.
SB-590 K. Hall	Administration of State Community College.
SB-591 Bruce	Initial grant for new campus.
SB-602 Laughlin	Repeals provision for reimbursement to junior colleges for veterans' scholarships. (Companion to SB-603)
SB-603 Laughlin	Provides for Veterans Education Opportunity grants.
SB-734 Vadalabene	Allows junior college districts to contract with municipalities for fire protection.
SB-735 Vadalabene	Allows municipalities to contract with junior college districts for fire protection.
SB-738 Vadalabene	Allows fire protection district to contract with junior college district for fire protection.
SB-909 Gilbert	Increases percentage of occupational courses required in junior colleges to 30%.
SB-1010 Vadalabene	Requires financial statement to be published in junior college districts.
SB-1104 Bruce	Clarifies Section 5-9 regarding location of property for transfer to I.B.A.
SB-1105 Bruce	Clarifies Section 5-7 regarding location of property for transfer to I.B.A.

Bill Number And Sponsor	Major Topic
SB-1106 Bruce	Clarifies Section 5-6 regarding location of property for transfer to I.B.A.
SB-1188 Gilbert	Requires all of State to be in a junior college district by July 1, 1973.
HB-253 Houlihan	Increases State Apportionment to $21.50.
HB-259 Wm. Walsh	Eliminates vote on annexation by residents of junior college district.
HB-260 Wm. Walsh	Changes date to notify high school for charge-back.
HB-377 Scariano	Governs letting of contracts by junior college boards.
HB-529 Regner	Eliminates distinction between incorporated and unincorporated areas for board members.
HB-609 Nowlan	Authorizes purchase of insurance by boards of trustees.
HB-790 Shapiro	Provides minimums and maximums on junior college faculty load.
HB-1091 Glass	Changes education fund to instruction fund and building fund to building operation and maintenance fund.
HB-1346 R. Cunningham	Initial grant for new campus.
HB-1567 Arrigo	Permits changes in fiscal year for City Colleges of Chicago.
HB-1571 G. Hoffman	Billing of charge-back for non-junior college residents to exclude federal and other state funds.
HB-1676 Shaprio	Illinois Junior Colleges appropriations bill.

Bill Number And Sponsor	Major Topic
HB-1677 Shapiro	Replaced apportionment with flat grants and equalization grants.
HB-1691 Chapman	Provision for scholarships for students with less than full load.
HB-1755 Burditt	Payment of charge-back tuition to private junior colleges.
HB-1818 Henss	Clarifies power of state Board to approve new units of instruction.
HB-1819 Henss	Clarifies local district contributing 25% of building costs.
HB-1820 Henss	Provides authorization for junior college trustees association.
HB-1856 Scariano	Allows junior college board to increase tax rates for education to .175% and for building to .05%.
HB-2422 G. Hoffman	Provides for financing of construction of junior college buildings by an agency other than the Illinois Building Authority.
HB-2423 G. Hoffman	Provides for long term financing of junior college facilities with an agency other than the Illinois Building Authority.
HB-2476 Scariano	Permits levy of additional annual tax for working cash fund of up to .05% under certain conditions.

Recorder:
L. Everett Belote
Associate Secretary
Illinois Junior College Board

Guidelines for the Awarding of Certificates in Illinois Public Junior Colleges

Presiding . . . . . John Forbes
Associate Secretary, Illinois Junior College Board

Discussion Leader . . . . . Paul E. Ash
Director of Continuing Education, College of DuPage

This session consisted of two parts. The first session was concerned with a discussion of training for critically injured patients and trauma facilities in Illinois. Dr. Forbes introduced Dr. Metzmaker, Chairman of the Governor's Committee of Emergency Health Services. Dr. Metzmaker spoke to the group about the possibilities of developing programs in community colleges particularly under continuing education areas in the field of Emergency Health Services.

Such courses would include training of ambulance drivers and other personnel in Emergency Health Services to be able to administer certain types of medical and other therapies which would assist greatly in decreasing the number of deaths in emergency cases because of lack of knowledge and skills on the part of those who are engaged in rescue and delivery of emergency cases to a hospital.

Training programs for attendants to better provide life support to the injured have been developed and approved by the various medical, rescue, highway and other agencies. Currently one such course has been developed which is called the Dunlap course, consisting of approximately 81 hours of instruction for various types of emergency cases. This course for medical technicians is available from the U.S. Government Printing Office at about $3.15 per copy. The orthopedic surgeons have a text at $4.95 for the emergency care and transportation of sick and injured. Shortly a national office will be established to issue exams and certificates in this program.

Dr. Metzmaker feels that the community colleges can do a great deal in providing this type of training with the possibility of a special certificate and even associate degree in this medical technical area. He also felt there is a current career potential in the emergency health field. (Dr. Forbes will send additional information to the deans of continuing education throughout the state giving complete details of this program.)

Following Dr. Metzmaker's talk, the group continued the discussion concerning certificates and guidelines that relate to them. It was felt by the entire group that more information should be supplied to the board members of IJCB relative to courses and programs and innovative practices which are currently emerging throughout the country.

Dr. Forbes said as a result of the IJCB meeting on May 7, that while the board approved a number of new certificates they would look to him and our division for guidelines relative to the funding of hobby and special interest courses.

It will be necessary for us to define what is hobby and special interest courses and what isn't. Many people are not interested especially in credit,

but do want these courses. Many of these are leaders in the community or are taxpayers and in many cases a good number of the senior citizens in the district often vote against referendums because colleges are not providing the types of courses they feel are most interesting and of benefit to them.

Some colleges have been forced to double tuition rates for nonreimbursable courses which penalize the taxpayer. These hobby and special interest courses are actually the only receipt the taxpayer receives for supporting the community college. In addition many of these people being leaders in the community, own more property and may even have businesses and thus are taxed more than others.

Several college presidents attended this meeting and stated that their feeling was it was wrong to hide behind various semantic tricks to cover up a course so that it could be under reimbursement category. One example was credit for Food Preparation but not for Cake Decorating. A great deal of discussion followed concerning various possibilities. The group concluded that we should request an audience with the IJCB to present a special paper and a rationale to have funded various courses which are not reimbursable at this time. One of the presidents felt there was no reason to apologize for any courses since they do provide a major part of the college. Regardless of what the subject content may be they are instructional in nature though they may be of a hobby or recreational type. They do broaden the individual and actually assist psychologically and in the areas of mental health.

It was suggested that we ask our advisory group to gather suggestions and recommendations as to the feasibility of funding the various courses.

It was further suggested that after contacting our Advisory Committee members we send a list to Dr. Forbes with suggestions and recommendations as well as reasons for funding some of the above mentioned courses.

Dr. Forbes will be sending a reminder to each Dean and Director of Continuing Education requesting these particular procedures.

Recorder:
John R. Berdrow
Dean of Evening and Community Services
Spoon River College

The Curriculum of the Public Junior College: A Master Plan for Higher Education in Illinois, The Illinois Public Junior College Act, and Standards and Criteria for Recognition

Chairman . . . . . Vincent Guarna
Dean of Instruction, Moraine Valley Community College

Introductory Remarks . . . . . G. Robert Darnes
Associate Secretary, Illinois Junior College Board

Identified Curriculum Problems:

Illinois Board of Higher Education Point of View . . . . . Robert M. Crane
Associate Director for Inner-Institutional Cooperation
Illinois Board of Higher Education

Illinois Junior College Board Point of View . . . . . L. Everett Belote
Associate Secretary, Illinois Junior College Board

Illinois Public Junior College Point of View . . . . . Virgil H. Judge
President, Lake Land College

The major purpose of the meeting is to discuss problems and concerns with curriculum which might affect changes in the Junior College Act or the Statement on Standards and Criteria. There has been, to date, no piece of legislation amending the Junior College Act relating to curriculum or instruction.

Identified curriculum problems from the Board of Higher Education point of view: Rick Schimmel, staff member, Illinois Board of Higher Education.

1. Ways must be developed for the identification of priorities on a statewide basis. Of special concern is the examination of community needs versus state needs and the regionalization of programs as suggested by Phase III of the Master Plan.

2. Continuing education programs throughout the state need to be broadened, bringing more types of opportunities to more persons.

3. There is a tendency to view problems too narrowly, with a failure to examine them in light of statewide planning and philosophies.

Identified curriculum problems from the Illinois Junior College Board point of view: L. Everett Belote, Associate Secretary, Illinois Junior College Board.

1. The educational philosophy underlying the State Master Plan and the Junior College Act needs to be fully implemented. The language of the Act itself is adequate, its total implementation is lacking. The basic problem seems to be getting people to understand and accept the philosophy of comprehensiveness.

2. Colleges and individuals must be willing to break the traditions of the past and venture into new directions with new approaches and ideas.

Identified curriculum problems from the Public Junior College point of view: Virgil H. Judge, President, Lake Land College.

1. The Act should be examined and changed in such a manner that two-year colleges prepare and offer curriculums to meet the needs of all those who enter. We tend to fit students to programs rather than programs to students, to be administrator-faculty centered rather than student centered.

2. Procedures in course approval should be adapted so that colleges can break courses up into parts (mini-courses) so that a student may meet his goals more specifically and more immediately. The student in the two-year college has special needs which often need special attention.

3. Testing procedures for the placement of students into courses and curricula need to be improved. What we have now does not always do the job accurately or well.

4. Perhaps as many as fifty percent of our students should be in non-traditional programs.

Discussion:

1. Dr. Darnes indicated that it was possible to develop "mini-courses" within present approval procedures by designating such courses as carrying "variable" credit on the master course card.

2. A general discussion was held on the philosophy of meeting student needs. It was noted that a community college is defined as a two-year college designed to meet community and student needs and should, therefore, offer courses to meet these needs without undue control from outside the individual college. We sometimes get so "hung up" on meeting requirements that we forget about meeting student needs.

3. Articulation with senior colleges and universities is a continuing problem, particularly with those students in non-transfer programs who decide to transfer immediately or after a period of time spent on-the-job.

4. Sometimes we overlook the needs of the part-time students and concentrate only on the full-time student, designing programs only for him.

5. The Standards and Criteria Statement should reflect the concept of differential staffing, allowing for paraprofessionals, laboratory assistants, etc., in the statement on faculty preparation.

6. A section should be added to the Standards and Criteria regarding experimental programs.

7. The interpretation of the Auditor General's office on approval of courses leading only to certificates or degrees needs to be reviewed for broader interpretation or, if needed, an amendment to the Act itself should be attempted.

8. The concept of "hobby" courses as part of a community college program, acceptable for reimbursement, should be examined by the Illinois Junior College Board. The philosophy behind this concept should be included as part of the agenda of the Deans Workshop in June.

Recorder:
Charles Jenkins
Dean of Instruction
Highland Community College

* * * * * *

Problems of "Charge-backs": Implications and Coping Strategies

Chairman . . . . . Donald F. Mortvedt
Associate Secretary, Illinois Junior College Board

Presentor . . . . . Carl E. Thornblad
Bureau of the Budget

Remarks by Carl E. Thornblad as follows:

"Charge-back" is a type of revenue sharing between Junior College Districts. The amount of the "charge-back" to another junior college district and/or another school district outside a junior college district should be equivalent to the amount paid by the local residents for the operation of the junior college district receiving the student. The non-junior college district can levy a tax rate to pay the amount of the charge-back.

Thornblad feels that:

1. There is too much verbage in the law.

2. Some junior college districts are not complying with the method to be used in determining the amount of "charge-back".

3. Many times the "charge-back" is out-of-hand as to the amount being charged.

4. One major difficulty of the "charge-back" is that many junior college districts look upon it as a source of revenue.

5. The 3% levy in some non-junior college districts is not sufficient to pay the "charge-back" amounts. The educational funds in many of the non-junior college districts are low and additional referendums are necessary to increase the educational levy of the district.

6. Thornblad called attention to HB 1571 which has been introduced. HB 1571 has to do with billing of "charge-back" for non-junior college residents to include federal and other state funds. In Thornblad's opinion, HB 1571 would get the job done simply and equitably. A junior college district could not take advantage of loopholes and make a profit.

7. Any "charge-back" legislation would be short range as all districts in Illinois will, in the near future, be in a junior college district.

8. The intent of the state legislature of Illinois is that the cost of educating all students at a junior college be at local expense, not penalize the district which is taking time to decide to join a junior college district.

9. Some high school counselors and junior college counselors, as well, are informing students to not attend a particular junior college because of the amount of the "charge-back".

10. Junior colleges involved in any kind of athletic recruitment must face the "charge-back" dilemma.

11. Junior colleges are mandated by law to follow the junior college act. Junior colleges can use the courts. Predication must come about. The junior colleges have exhausted administrative review.

12. Inequities in the administration of the present "charge-back" system have caused the junior colleges headaches and much bad publicity.

Defining Residence Requirements: Problems and Implications

Presentor . . . . . Gary A. James
Dean of Students, Parkland College

Presentor . . . . . Harold R. O'Neil
Dean of Student Services, John A. Logan College

Dean James commented that his remarks related to a unique situation where a junior college is located within a community having a large university, University of Illinois.

Remarks by Dean James:

1. Parkland College has no way of projecting enrollment because of the uniqueness of its location. The spouses of many of the married students at the University of Illinois are a factor to consider when making an enrollment projection.

2. Many of the students dismissed for academic reasons by the university want to stay in the Champaign-Urbana area and seek enrollment at Parkland.

3. Preference by the very nature of the Junior College Act must be given to students living in the Parkland College District #505.

4. If a transient student establishes residency because of age, emancipation, etc., at Parkland College, who pays the "charge-back" if the student decides to attend another junior college?

5. Dean James expressed the feeling that the matter of establishing residency involves a lot of moral commitment on the part of the individual student.

6. As Dr. James views the situation, the Illinois Junior College Board needs to make an interpretation in regard to residency.

7. Dr. James presented the thought of emancipating all 18 year olds across the state. He pointed out that a junior college not located in an area where "the action is" could suffer a decrease in enrollment if the emancipation of all 18 year olds became a reality.

Dean O'Neil's opening remarks were directed to the unique position of John A. Logan because of its proximity to a large university, Southern Illinois University, located at Carbondale, Illinois.

Remarks by Dean O'Neil:

1. Southern Illinois University has a model-cities program. Prospective students from this program are informed that residency can be established by getting some one to establish legal guardianship from three attorneys and residency is established. Seems to be quite simple to do.

2. John A. Logan College is on a quarter system which corresponds with Southern Illinois University's opening and closing dates. Provision is made for a student on academic dismissal from Southern Illinois University to enter John A. Logan if the student is a legal resident. If on academic suspension from Southern Illinois University and not a legal resident of John A. Logan the student is faced with a suspension period. Students in this category are advised to return to the local junior college serving their area of residency. However, it is quite easy for this student to go to the county seat of Jackson County and get his driver's license registered in the county. Based on intent, such a student is never a legal resident.

3. Dean O'Neil opposes the idea of emancipation of all 18 year olds throughout the state.

4. John A. Logan College is unique in that within its district is located a federal prison-maximum security. Programs are provided for the inmates who have been declared, by action of the Illinois Junior College Board, in-district residents.

At this point, Mr. Mortvedt asked for questions from the group. Quite an exchange resulted. Most of the questions and discussion concerned problems unique to a particular junior college.

Recorder:
A. J. Woods
Dean of Student Personnel Services
Belleville Area College

Fast Tracking as It Will Apply to Junior College Projects

Chairman . . . . . Floyd C. Tompkins
Associate Secretary, Illinois Junior College Board

Presentor . . . . . Edward F. Bartz, Jr.
AIA President, Illinois Council of American Institute of Architects

Reactor . . . . . Donald Brown
Illinois Board of Higher Education

Mr. Bartz introduced background material outlining the differences and similarities of fast-tracking construction and the traditional approach to construction. The fast tracking approach is not a new concept in construction. Many terms are used such as negotiated construction, design and build, systems construction and fast tracking, which have the same definition.

The Fast Tracking system has basically the same phases of construction as does the traditional approach. The primary difference is that (1) phases occur in an overlapping sequence and that the architect and construction manager coordinate work of planning while construction is occurring. The general manager is eliminated. Therefore, the economy is a time savings and therefore a money savings.

The fast tracking approach is most efficient under conditions of a spiraling market. Because of more rapid planning, flexibility, and component parts ordering, the fast tracking approach will show significant dollar savings during conditions such as those that currently exist where construction costs are escalating at the rate of 1% per month or 10 to 12% per year.

The fast tracking approach will result in an increased number of change orders and coordination problems. The estimated increase in change orders is an increase of one or two percent. Certain geographical areas present problems such as in southern Illinois where there is often not a general contractor equipped to work under these conditions.

The fast tracking approach continues to use the PERT and/or CPM network. Such a plan is essential in order to achieve the necessary coordination.

The primary benefit of Fast Tracking is one of time and therefore a significant dollar savings.

Dr. Donald Brown:

The issue which is confronted by fast tracking is cost of construction. Dr. Brown pointed to the increase of labor costs in construction as being 200 percent greater now than it was 10 years ago where labor productivity has increased 1 or 2 percent and manufacturing costs have increased 4 or 5 percent within the same 10 year period.

Dr. Brown emphasized that fast tracking is an alternative approach to the need for speed in construction. Therefore, the construction budget must be targeted for a future date.

Another benefit of fast tracking is a more flexible building which decreases the need for major remodeling and eliminates much of the "functional obsolescence". Fast tracking can result in a savings of 1/3 to 1/2 the time required from development of Educational Specifications to building occupancy.

Dr. Brown related the case of SUNY Fast Tracking construction at Stonybrook. This project totaled 250,000 square feet which was taken from program statements to occupancy in eight months. It is estimated that the conventional construction approach would have required 40 to 42 months.

Dr. Brown related that the real problem in Illinois is the method in which dollars are made available for construction to junior colleges in Illinois. In order that fast tracking methodology can be of benefit, a readjustment of procedures needs to be effected. The construction dollars must be made available to colleges at an earlier point in time in the construction process.

Recorder:
E. Kenton Peak
Olney Central College

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